

# Technology Integration + Library:

## A Collaborative Model for 21st Century Learning

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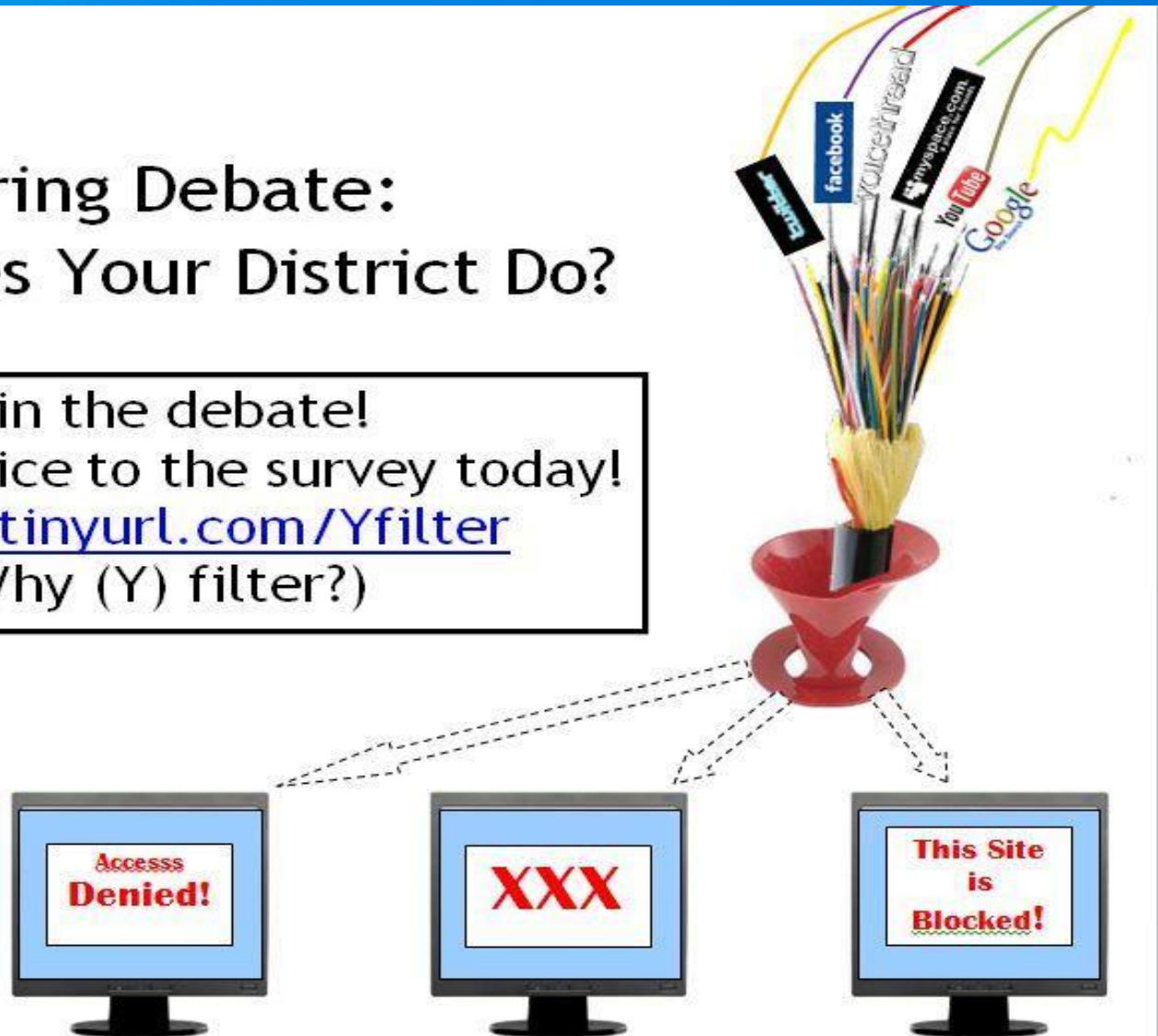
[christina.russo@ncps-k12.org](mailto:christina.russo@ncps-k12.org)



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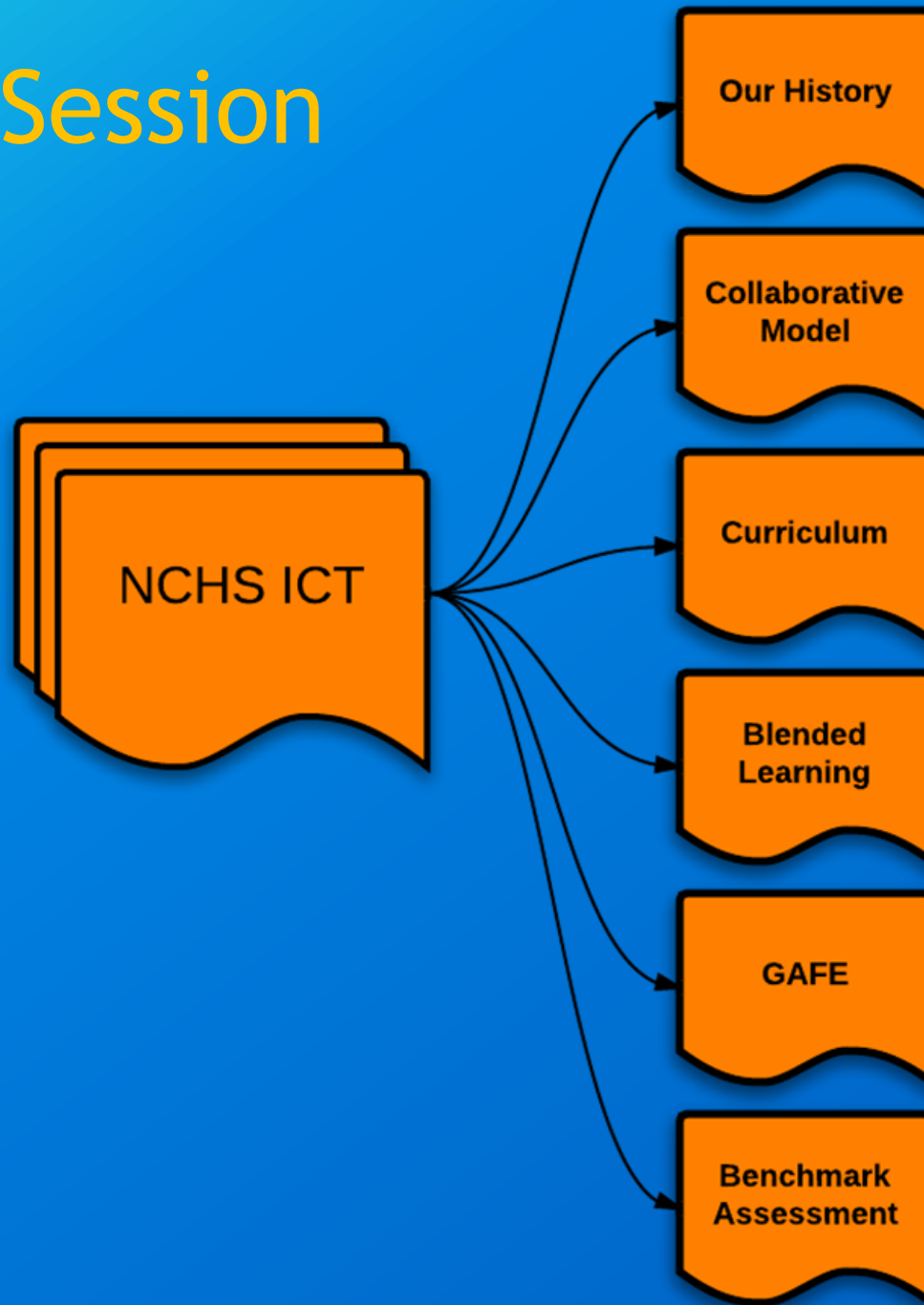
## The Filtering Debate: What Does Your District Do?

Join the debate!  
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<http://tinyurl.com/Yfilter>  
(Why (Y) filter?)



T.E.A.M. 21  
New Canaan High School

# Today's Session



# History

Milestone	Year
Establish assured experiences	2002-present
Collaborative word processing (writely.com)	2004-2005
Google Docs	2005-2006
Moodle hybrid courses	2005-2006
Google Apps for Education domain	2007-2008
Move from Outlook to Gmail	2011-2012



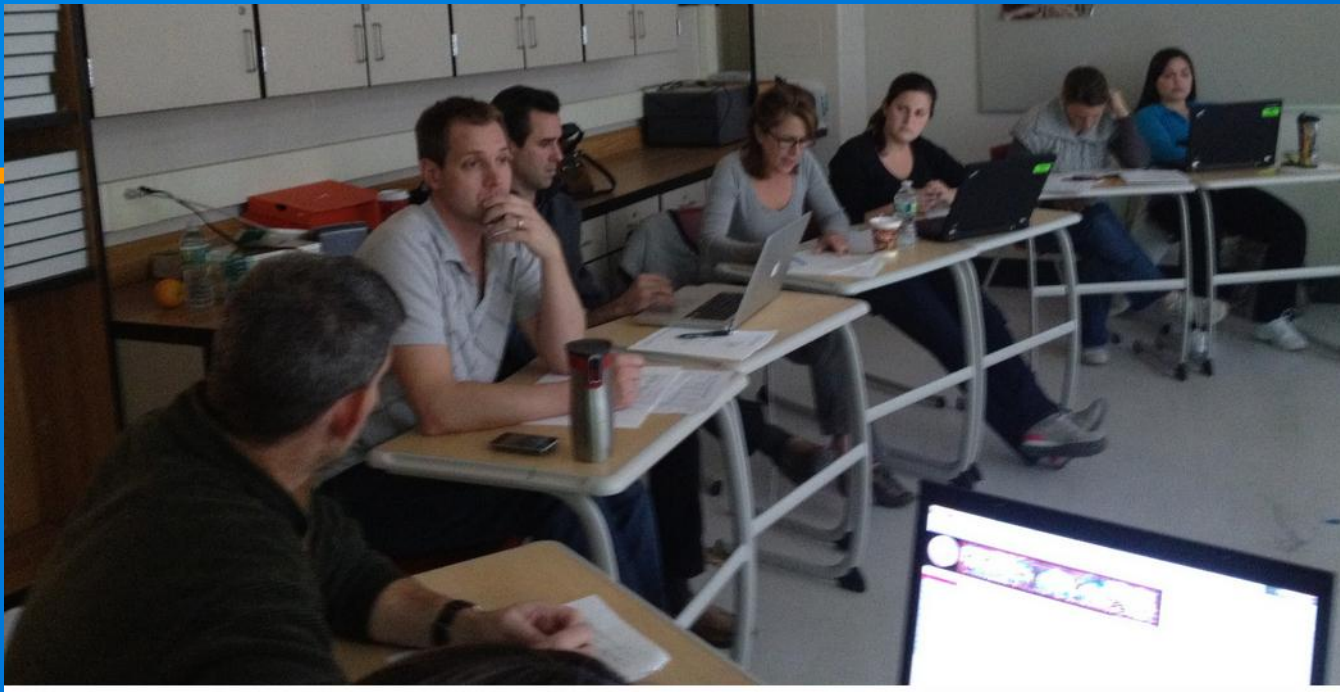
# Our ICT\* Goals

- To ensure each student the broadest possible experience with existing and emerging technologies and information literacy.
- To embed these experiences throughout the K-12 curriculum.
- To teach each student the *safe, legal, ethical and responsible* use of existing and emerging technologies and information resources.

\*ICT = Information and Communication Technologies

# Our Philosophy

- Try anything that's out there
- Every teacher/student is free to use what works best
- Every teacher/student is free to suggest using a new product
- Minimize the filter /adjust for grade level



# Collaborative Model

Technology  
Integrator

+

Librarian

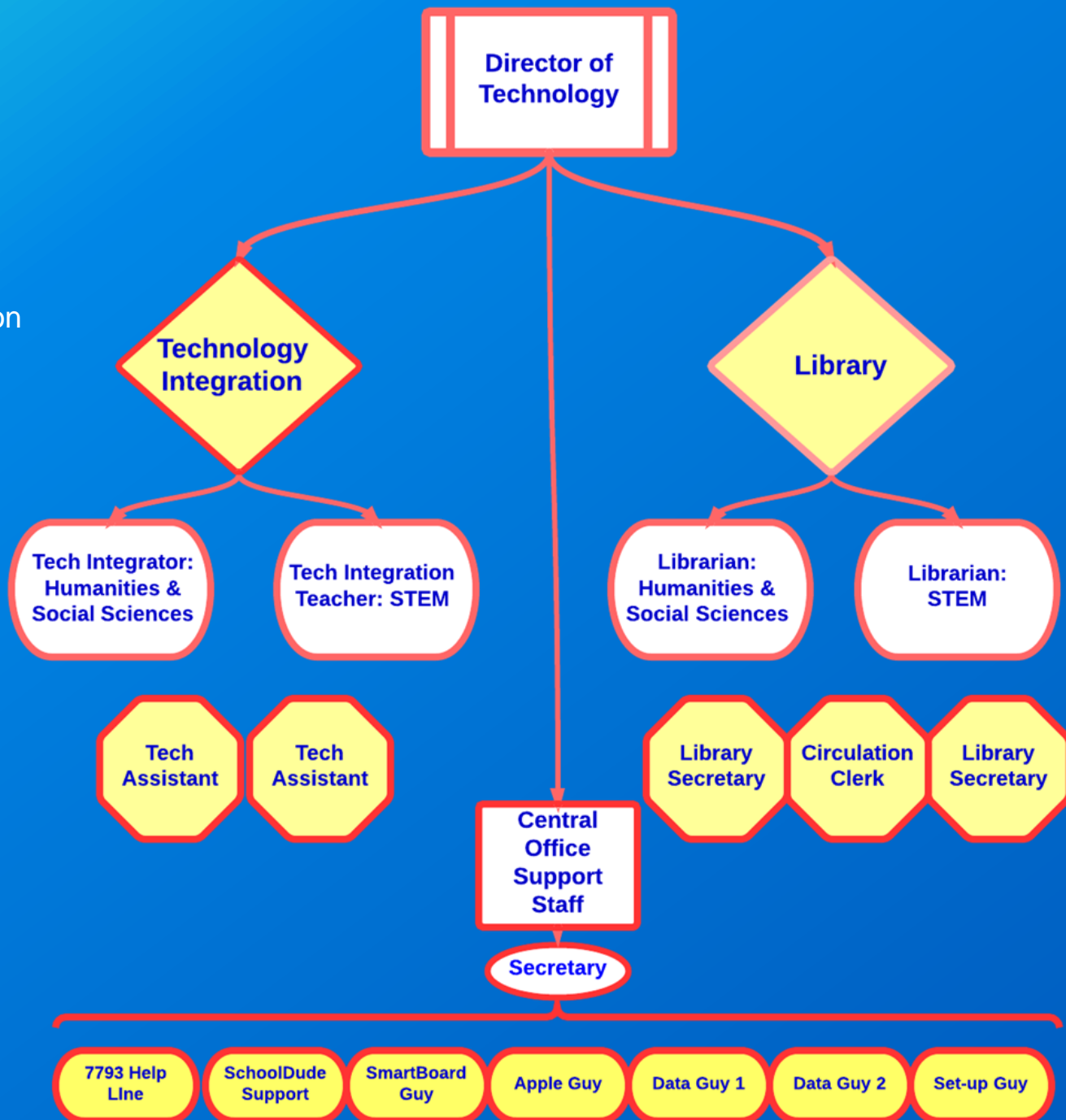
+

Classroom  
Teacher

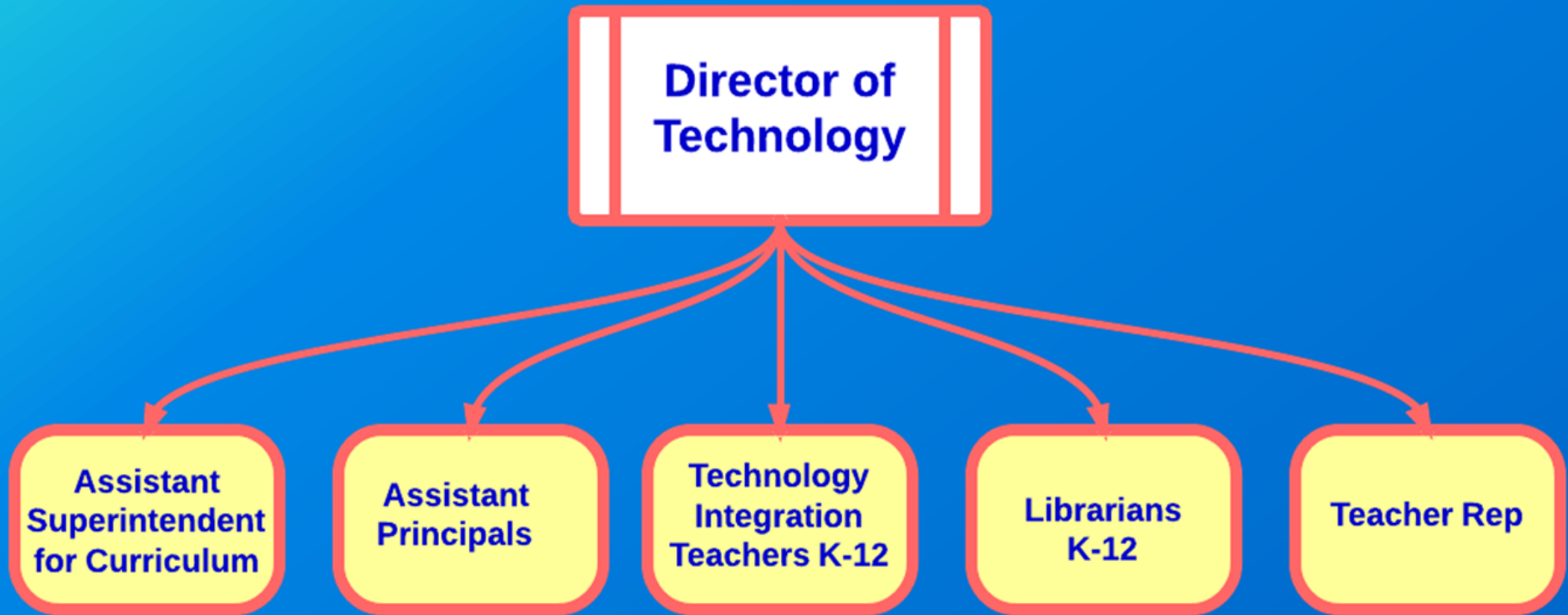


# Our ICT\* Staff

\* Information & Communication  
Technologies



# NCPS Tech Council



## Guiding district technology

Identifying and articulating an organizational vision.

Set ICT Policy

Institute Goals

3-Yr Tech Plan

Tech Budget

Building Tech Teams



# Core Values & Beliefs

*"New Canaan High School is committed to preparing all students to meet the challenges of living in an increasingly global and diverse society. We believe that students learn best in an environment that fosters respect for themselves and others. This allows students to be active participants in their learning, to identify and solve authentic problems and to effectively share their learning with the appropriate audiences. In partnership with parents and the community, we strive to inspire students to the habits of mind and character that will make them lifelong learners."*



# Essential Questions

How can we prepare our students to meet the challenges of living in an increasingly global and diverse society?



How can we establish an environment of respect both physically and online?

How can we leverage technology to allow students to be active participants in their learning, to identify and solve authentic problems and to effectively share their learning with the appropriate audiences?

{Source: <http://images.odn.totopedia.com/flickr/2203500024-original.jpg>}

How can we nurture the habits of mind and character to make them lifelong learners?

# Essential Questions

*How can we prepare our students to meet the challenges of living in an increasingly global and diverse society?*



# Essential Questions

*How can we establish an environment of respect both physically and online?*



# RESPECT

PEOPLE • WORK • COMMUNITIES

# Essential Questions



*How can we leverage technology to allow students to be active participants in their learning, to identify and solve authentic problems and to effectively share their learning with the appropriate audiences?*

# Habits of Mind & Character

Empathy  
Compassion

Ethics

Honesty

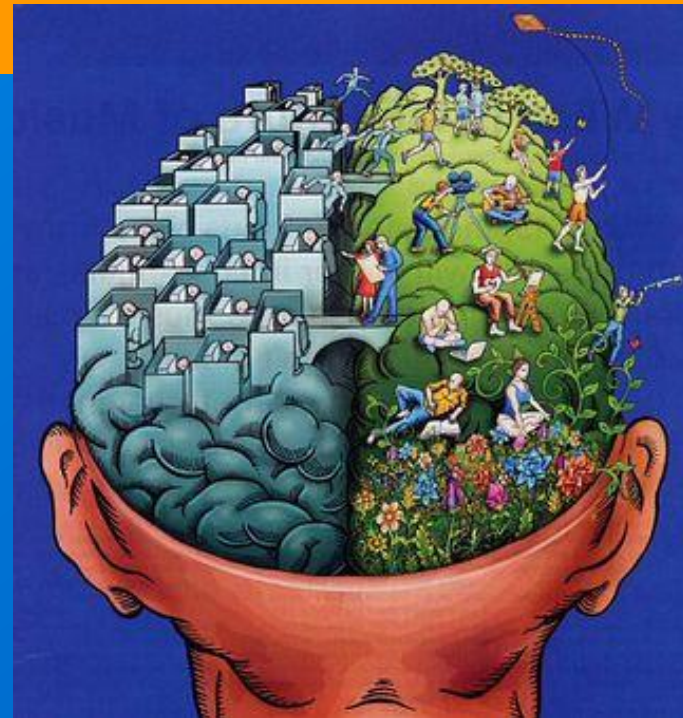
Integrity

Intellectual curiosity

Creativity

Adaptability

*How can we nurture the habits of mind and character to make them lifelong learners?*





# 21st Century Skills

Problem solving  
Reflection  
Communication  
Healthy choices  
Collaboration  
Respect  
Contribution



Our librarians, Chris and Michelle with Donna, Health teacher

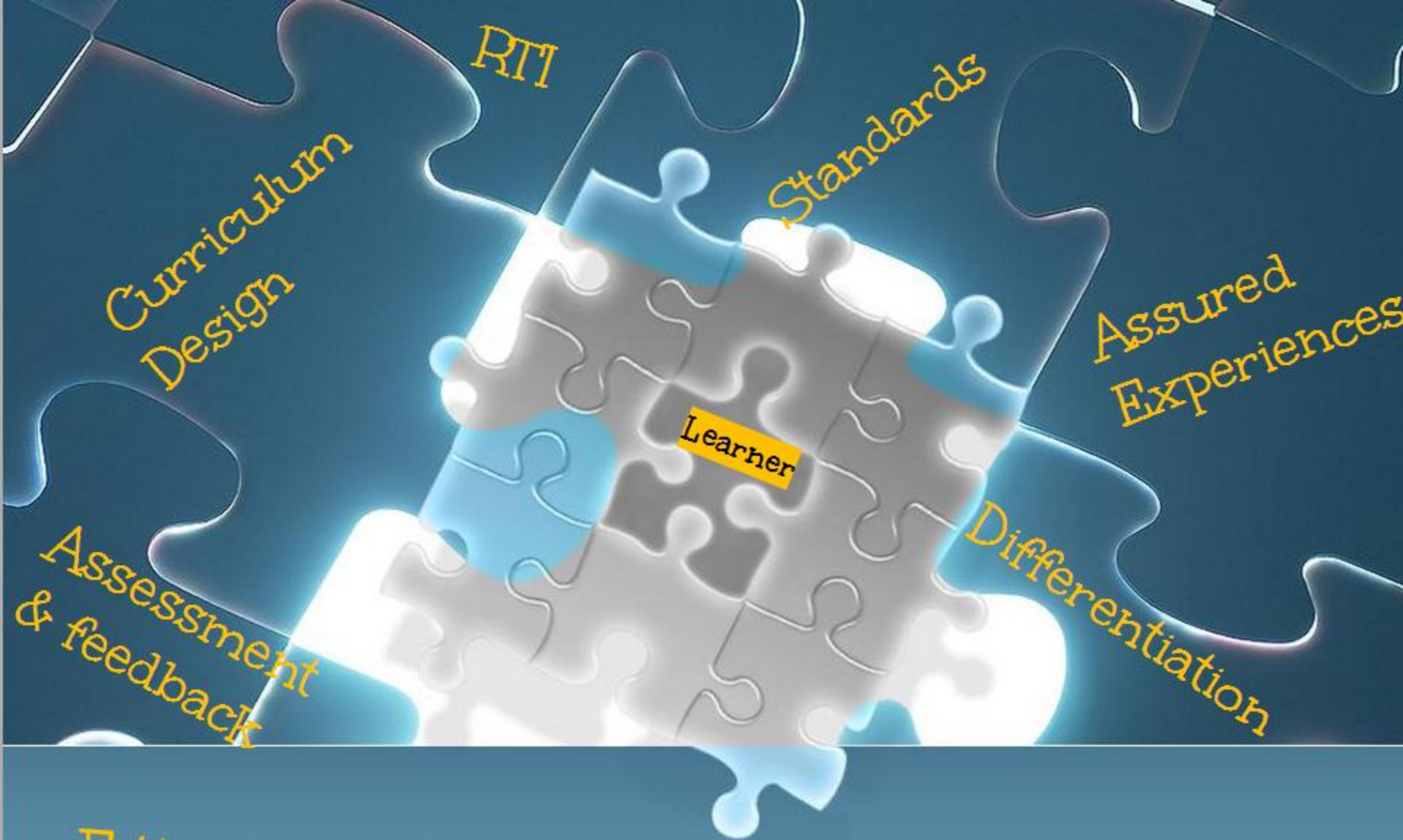
NEAS&C



# ICT Curriculum

- **Literacy: Digital, Information, and Visual**
  - Wide range of formats and platforms
  - Multiple sources
- **Inventive Thinking**
  - Creativity
  - Problem solving
  - Metacognition
- **Effective Communication**
  - Code of ethics
  - Collaboration
- **High Productivity**
  - Right tools
  - Self-regulation





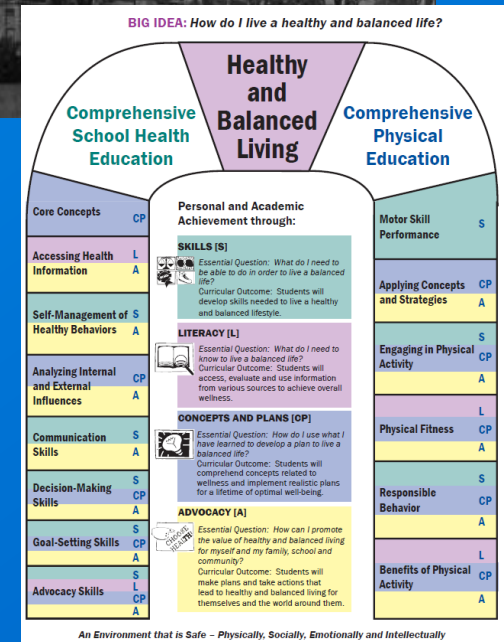
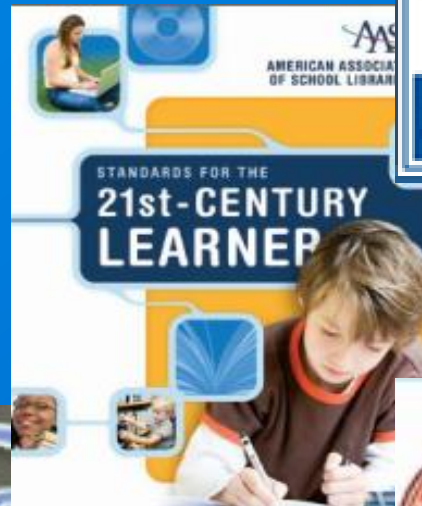
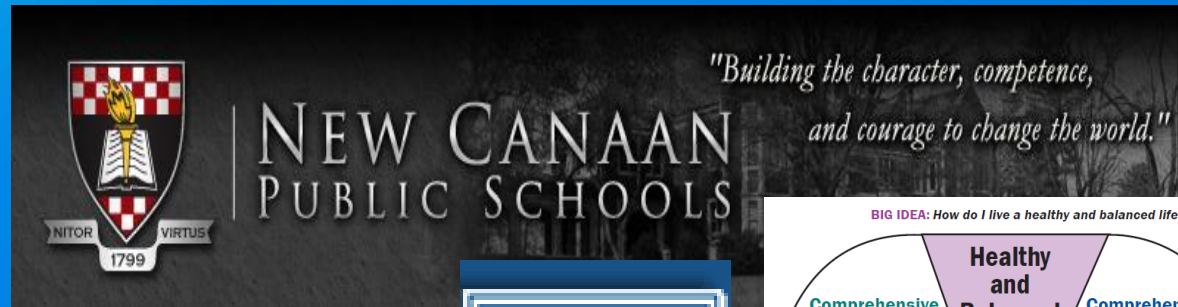
Fitting all the pieces together !

# Standards

District

State

National





## New Canaan Public Schools 21<sup>st</sup> Century Learning Standards for Students

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

### 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information from print and non print sources. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, print and non print.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- process data and report results.

### 4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

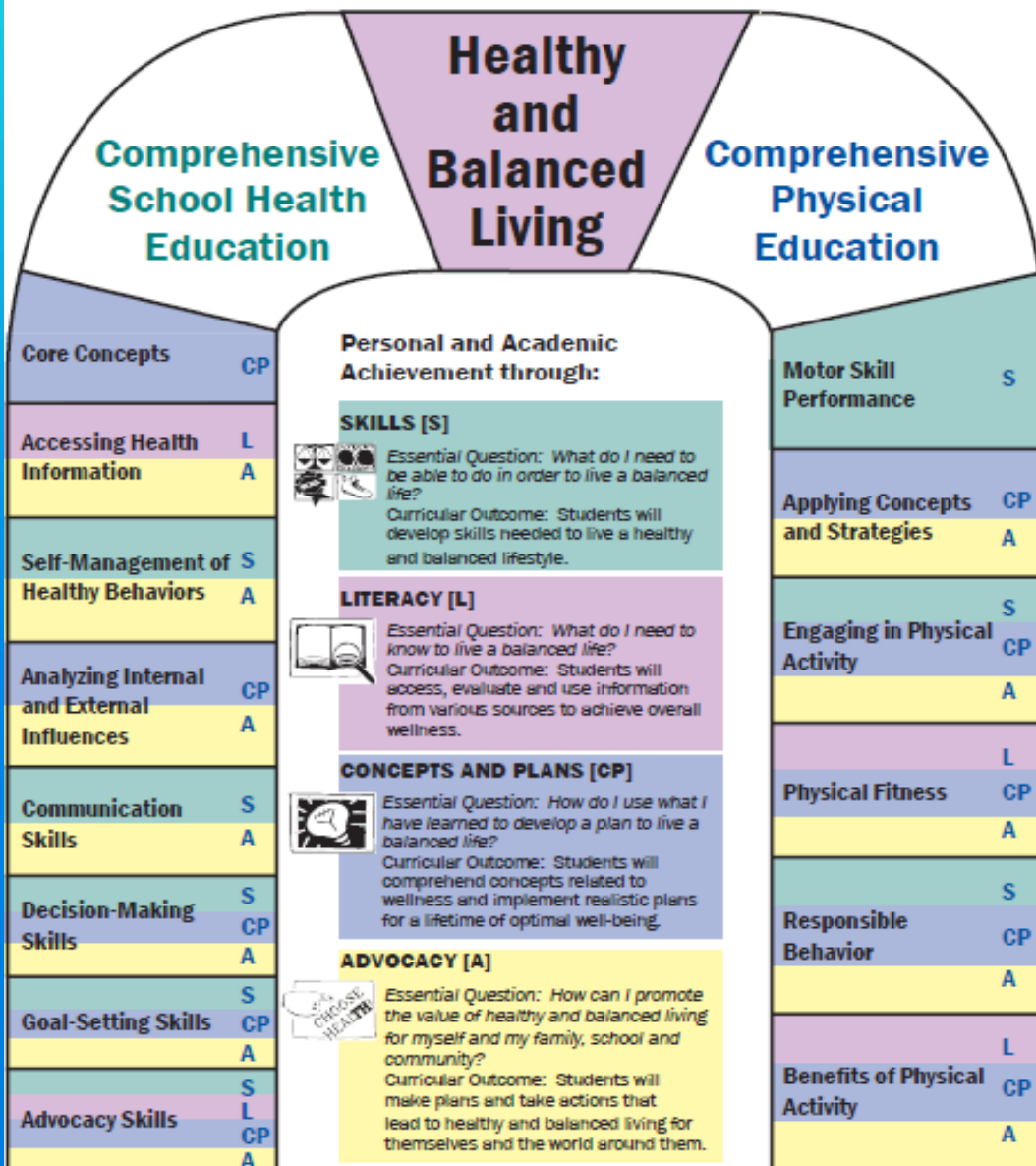
### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- understand and use technology systems.



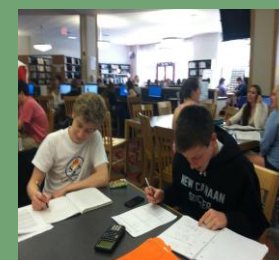
**BIG IDEA:** How do I live a healthy and balanced life?



Accessing Health Information



Self-management



Communication Skills





# Rigorous, relevant, real-world standards

- Reading and text complexity
- Sustained research using technology
- Strategic use of media for presentation
- Communication skills
- Higher-order thinking



## Communication & Presentation:

1-12.1... independently integrate a variety of media, formats, or online resources to present research evidence to a variety of audiences.

### Production and Distribution of Writing:

CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 55.)

CC.11-12.WH/SS/SL/TS2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.WH/SS/SL/TS2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.WH/SS/SL/TS6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Presentation of Knowledge and Ideas:

CC.11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, a organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

# NCPS K-12 ICT Benchmarks



## Digital Citizenship:

11-12.1...use current copyright, intellectual property and creative commons practices to distinguish among common knowledge, paraphrasing, direct quotes, original ideas and "fair use."

### Key Ideas and Details:

CC.11-12.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

## Research:

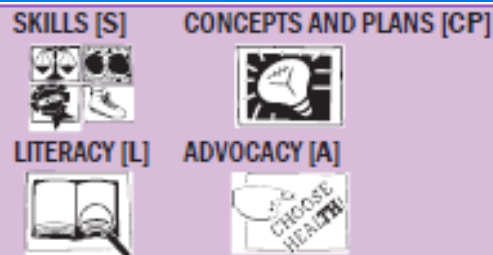
11-12.1... independently apply a variety of advanced research strategies to narrow or broaden inquiry to answer a research/essential question or solve a problem.

### Research to Build and Present Knowledge:

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

# Accessing Health Information



## My Personal Wellness: 9th grade health and ICT

Healthy & Balanced Living Curriculum Framework	Curricular Outcome	Essential Questions	Learning Opportunities	Core Values, Beliefs & Expectations	Common Core State Standards
Standard 2: Accessing Health Information,	Students Will Understand That (SWAT) access valid health information, products and services to enhances health, SWUT literacy can take many different forms, SWUT that information needs to be qualitatively evaluated and validated before it is cited or applied, SWUT literacy involves decoding, processing and synthesizing multiple forms of information, in multiple formats, SWUT access valid health information, products and services enhances health, SWUT learning involves metacognition: self - reflection and evaluation of one's ideas, process, and product, SWUT knowledge can be organized and reorganized to create new knowledge. SWUT 21st	How Do I live a healthy and balanced Life? What do I need to know to make healthy choices? Why is inquiry important to healthy choices? Why use ICT resources? Why create SMART Goals?	Lessons (Moodle): 18- Analysis and interpretation of personal nutrition and physical fitness data from <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> , development of keywords and research question for advanced research strategy , and library pretest; Lesson 19 Use of keywords and research question to find current, valid, and relevant health information on a database to answer research question, read and self-evaluation of information text found: Lesson 20, Self & Peer-to-Peer evaluation of informational text, and cite resources using an online bibliographic generation tool; Lesson 21-Write an evaluative annotated bibliography, and upload annotated bibliography onto Google website, and take library pretest	<b>1.1 apply analytical and creative thinking to identify and solve problems across discipline</b> <b>1.2 reflect thoughtfully on their learning</b> <b>1.3 communicate effectively</b> <b>1.4 demonstrate an understanding of healthy life choices</b> <b>2.1 work responsibly and productively in both independent and collaborative environments</b> <b>2.2 respect one another</b> <b>3.1 contribute positively to the culture of NCHS and the larger community</b>	CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.9-10.W.7 Conduct short as well as more sustained research projects to answer a question, including a self

# Code of Ethics: Cyber Safety & Copyright





## We Trust You 2012 Short

Michelle Luhtala 12 views 1 month ago

This is the abridge version of a video was shown to freshmen on their first day of high school at New Canaan High School on August 28, 2012. This was shown in lieu of

### Students- Cybersafety

#### *Don't believe the type: Know the Dangers*

"Millions of teenagers go online every day, and most are safe. The way to stay safer is to understand the dangers and follow some simple rules to help you steer clear of trouble. By following these rules you'll minimize the risks and have more fun."

<http://tcs.cybertipline.com/knowthedangers.htm>

#### *Connect Safely*

ConnectSafely is a forum for parents, teens, educators, and advocates designed to give teens and parent a voice in the public discussion about youth online safety, and have tips, as well as other resources, for safe blogging and social networking. Along with NetFamilyNews.org, it is a project of the non-profit Tech Parenting Group.

[www.connectsafely.org](http://www.connectsafely.org)

#### *Cyberbully411*

Cyberbully411 provides resources and opportunities for discussion and sharing for youth - and their parents - who have questions about or may have been targeted by online harassment. The website was created by the non-profit Internet Solutions for Kids, Inc., with funding from the Community Technology Foundation of California.

[www.cyberbully411.org](http://www.cyberbully411.org)

#### *GirlsHealth.gov*

Provides general tips on how to tell if the web site and information is reliable.

<http://www.girlshealth.gov/safety/internet>

#### *Online Safety Resources*

This is an up-to-date list of cyber safety resources.

<http://www.ktms.isd194.k12.mn.us/onlineafety.htm>

#### *Cyberethics for Kids*

Know the rules before you go into Cyberspace.

<http://www.usdoj.gov/criminal/cybercrime/rules/kidinternet.htm>

### New Canaan Public Schools Information and Communication Technologies Acceptable Use Policy & Guidelines

To ensure that our students become proficient in the information and communication technologies (ICT) competencies essential for success in a 21<sup>st</sup> century learning environment, the New Canaan Public Schools provide a variety of resources in support of our instructional and administrative programs. Students and staff may also, at times, use their own personal information and communication technologies for educational purposes. Therefore, it is incumbent upon all members of the school community to use technology responsibly, ethically and respectful for the work of others.





# NEW CANAAN PUBLIC SCHOOLS

*"Building the character, competence,  
and courage to change the world."*

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"Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work" <http://www.copyright.gov/fls/fl102.html>

### Directions:

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For works first published in the U.S.A.\*

No

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If published with © notice & renewed after 28 years

#### After 1963 & Before 1978

If published with © notice

#### After 1977 & Before 2003

Created (unpublished) before 1978 & first published before January 1, 2003

#### After 1977 & Before March 1, 1989

If published without © notice & without subsequent registration

#### After 1977 & Before March 1, 1989

If published without © notice but registered within 5 years; or published with © notice

#### On or after March 1, 1989

Published with or without © notice



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- Provide you with a time-stamped, PDF document for your records [example], which could prove valuable, should you ever be asked by a copyright holder to provide your fair use evaluation and the data you used to support it. [why is this important?]
- Provide access to educational materials, external copyright resources, and contact information for copyright help at local & national levels.

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LAUNCH

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Developed by Baruch's Computing and Technology Center (BCTC) and Kognito Interactive (www.kognito.com)

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# Science and ICT Collaboration

## RESOURCES FOR ENERGY PHOTOSTORY



[http://fortzed.com/img/site\\_specific/uploads/crop\\_innovative\\_energy.jpg](http://fortzed.com/img/site_specific/uploads/crop_innovative_energy.jpg)

# Digital Literacy



## CC.11-12.R.I.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.





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Close up view of some of the wind turbines in  
the new project  
[medicinebow.org](http://medicinebow.org)

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	<a href="#">Multivolume Work</a>	<a href="#">Website</a>

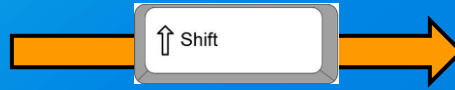
atically **search and cite** any of the 22 designated sources! »

# Blended Learning



# The Shift

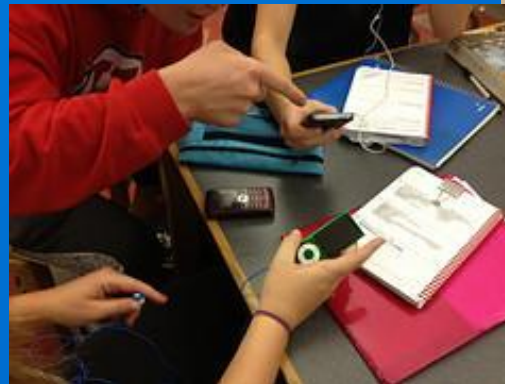
Face-to-face



Online

- Often “sit ‘n git”
- Q and A
- Synchronous discussion
- Same classmates but do you know them?
- Be active or be passive!
- Teacher-centered

- “Go fetch”
- Find your own answers
- Asynchronous discussion in forums or blogs
- Know classmates well
- Be active!
- Peer feedback = teacher feedback





## Advantages



- Flexibility
- Independence
- 24/7 access
- Construct your meaning
- Personally paced
- Learn new technologies
- Work with cohort

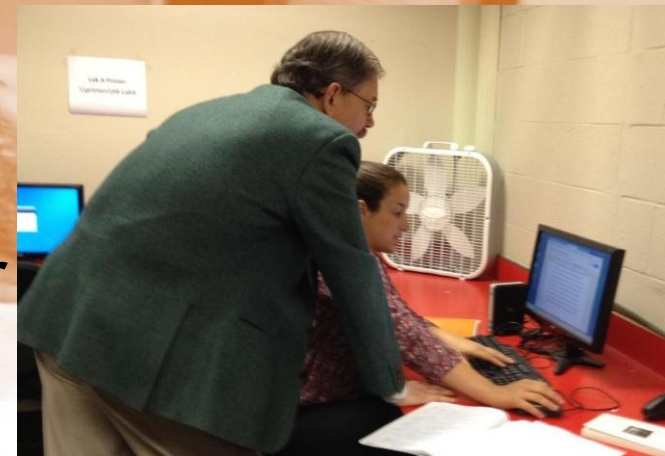
## Disadvantages



- Self-discipline
- Time-management
- Fear of technology
- Lack of structure
- Lack of experience
- Emphasis on writing
- Partners are invisible

# Teacher as Facilitator

**Challenge without panicking**  
**Be mindful of pacing**  
**Generate participant interaction**  
**Give timely feedback**  
**Connect participants with common interests**  
**Give technical support**  
**Suggest strategies**  
**Admit you don't know**  
**Learn from every class member**  
**Stay out of the way**



# Social Learning

Ethics

Bias

Point of View

Opinion

Empathy

Communication Skills

Netiquette

Collaboration

Voice

Audience

Context

Privacy issues





# Social Networking Guidelines

Guidelines for online chat

Guidelines for peer review

Guidelines for online discussions:  
forums, blogs

## *Rules for Smart Chatting*

*Keep personal information private!*

*Remain as anonymous as possible!*

*Here are some examples of information you shouldn't post on the Internet:*

- ✓ *full name*
- ✓ *home address*
- ✓ *email address*
- ✓ *school address*
- ✓ *phone number*
- ✓ *photos*
- ✓ *social security number*
- ✓ *passwords*
- ✓ *family members' names*
- ✓ *credit card numbers*

## Blogging with Students from Other Cultures/Other Languages

1. write simply and clearly
2. don't ask for personal information
3. don't give out personal information
4. avoid or minimize slang (If you use it, explain it)
5. know the politics of the culture and don't be critical
6. be careful with humor. Many cultures don't "get" our humor.
7. research the culture and address shared or contrasting characteristics.
8. if you join a collaborative group of students, be a consistent member
9. don't use online translators to chat with fellow bloggers in their language: online translators are for translating business correspondences into one's native language and translate incorrectly
10. do try to learn a few phrases in the language of your fellow bloggers, but use them sparingly :yes, no, hello, goodbye, have a nice day. (unless you are studying the language in which case go for it)



# Supply Shortcuts



- Library
- Learning
- Reading
- Research
- Citing
- Teachers
- Community
- What do you think?
- WIFI & more
- The Long Garden



WHAT HAPPENS ON  ... STAYS WITH YOU!  
BE KIND. BE SMART.

Our NCHS social network portal: [www.nchslibrary.info](http://www.nchslibrary.info)

# Supply How-tos



# Go Filter-Free



Does social  
networking belong in  
schools?





# NCHS Model UN Day



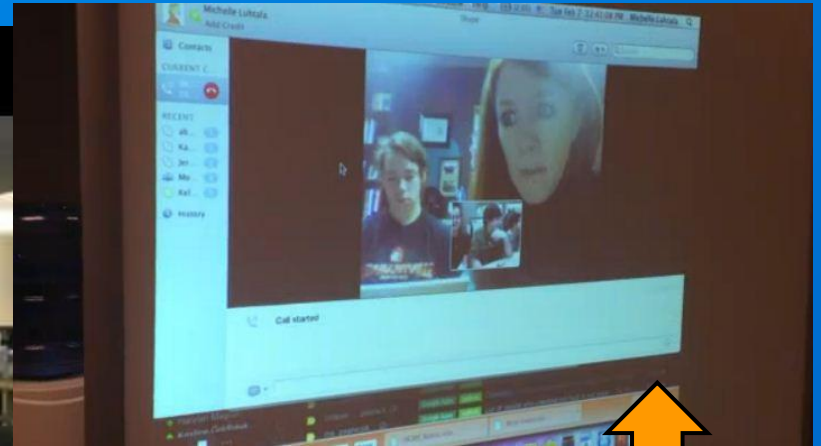
QR Codes

Delegates & Reporters  
Facebook, Twitter  
and Flickr.



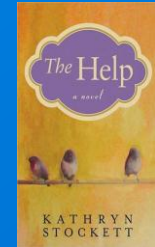


# World Read Aloud Day



Students around the country participated as authors read their books aloud and students chatted via Skype

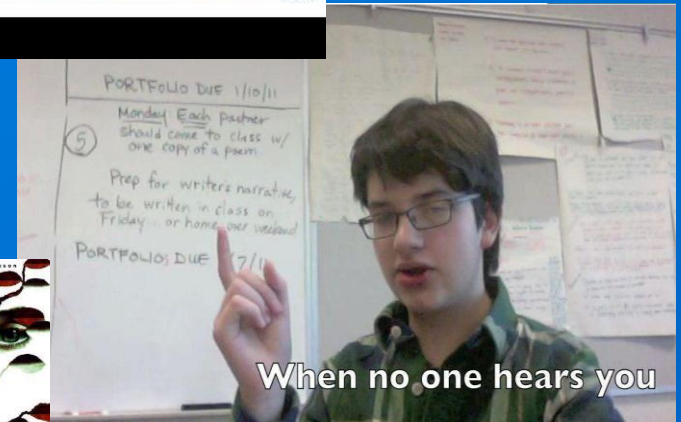
# Destiny



[Click to View](#)

[Click to View](#)

- > 5 star book rating system
- > Post textual reviews
- > Upload multimedia
- > Share resource lists



When no one hears you

Book trailer project

The Help book jacket: <http://www.verbict.com/wp-content/uploads/2009/12/the-help.jpg>;

The Help Book Trailer: [http://destiny.newcanaan.k12.ct.us/digitalresource/1294966074902\\_the%20help%20book%20trailer.mov](http://destiny.newcanaan.k12.ct.us/digitalresource/1294966074902_the%20help%20book%20trailer.mov)

Speak book jacket: <http://dogearedandwellread.files.wordpress.com/2009/05/speak.jpg>

Speak Book Trailer: [http://destiny.newcanaan.k12.ct.us/digitalresource/1295014579933\\_speak%20the%20movie.mov](http://destiny.newcanaan.k12.ct.us/digitalresource/1295014579933_speak%20the%20movie.mov)

# Google Apps for Education

Google  
Apps for Education

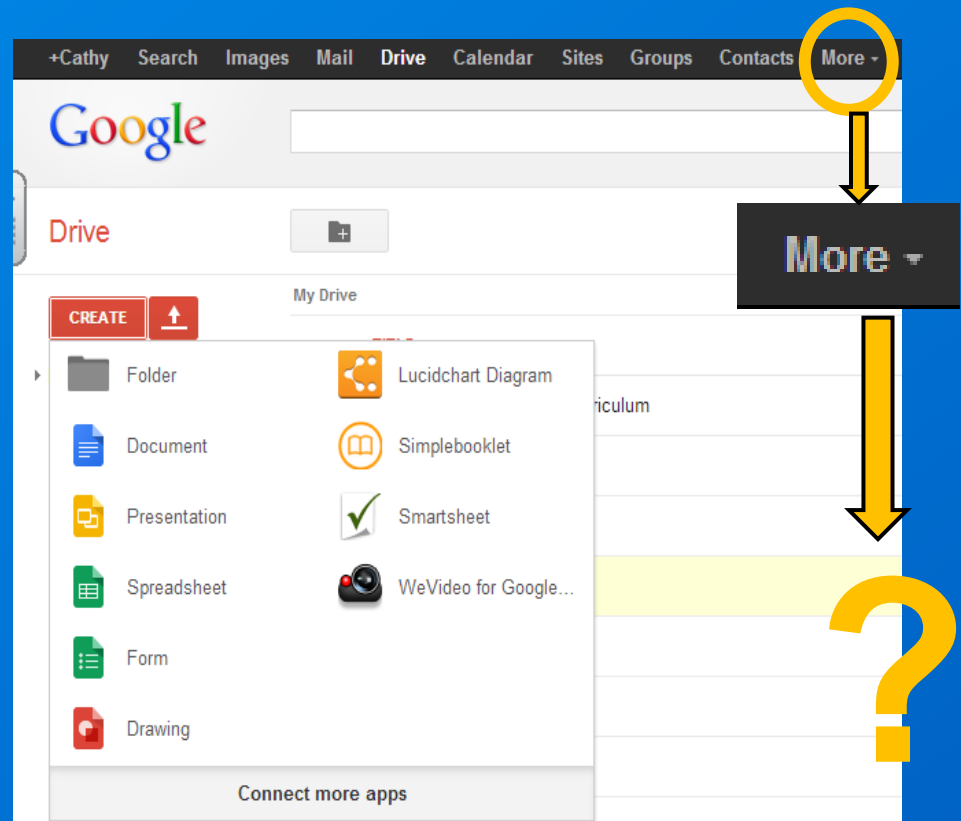






# District Impact

- User-generated content
- Collaboration
- Collection and analysis of data
- Student-centered
- Cloud access
- Chat feature
- Revision history
- Easy sharing of documents
- Sites
- Enables communication
- Apps and more apps



# Our Usage Plan

- Embed Google Apps into the ICT K-12 curriculum
- Pilot experiences district wide
- Identify assured experiences
- Free to use and publish for school use



# Google Maps

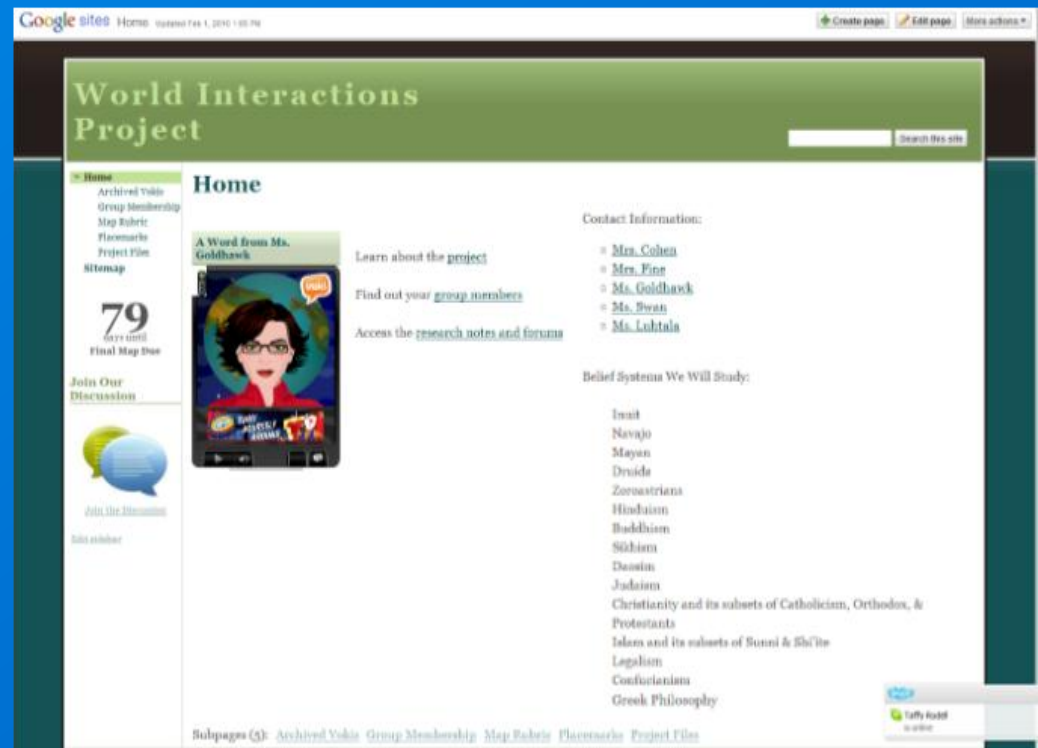


## Mapping the Silk Road

# World Interactions

5 teachers + 8 sections + 160 students + Diigo + Google Sites + Voki + Google Groups + Google Maps =

## World Interactions Project





# World Interactions

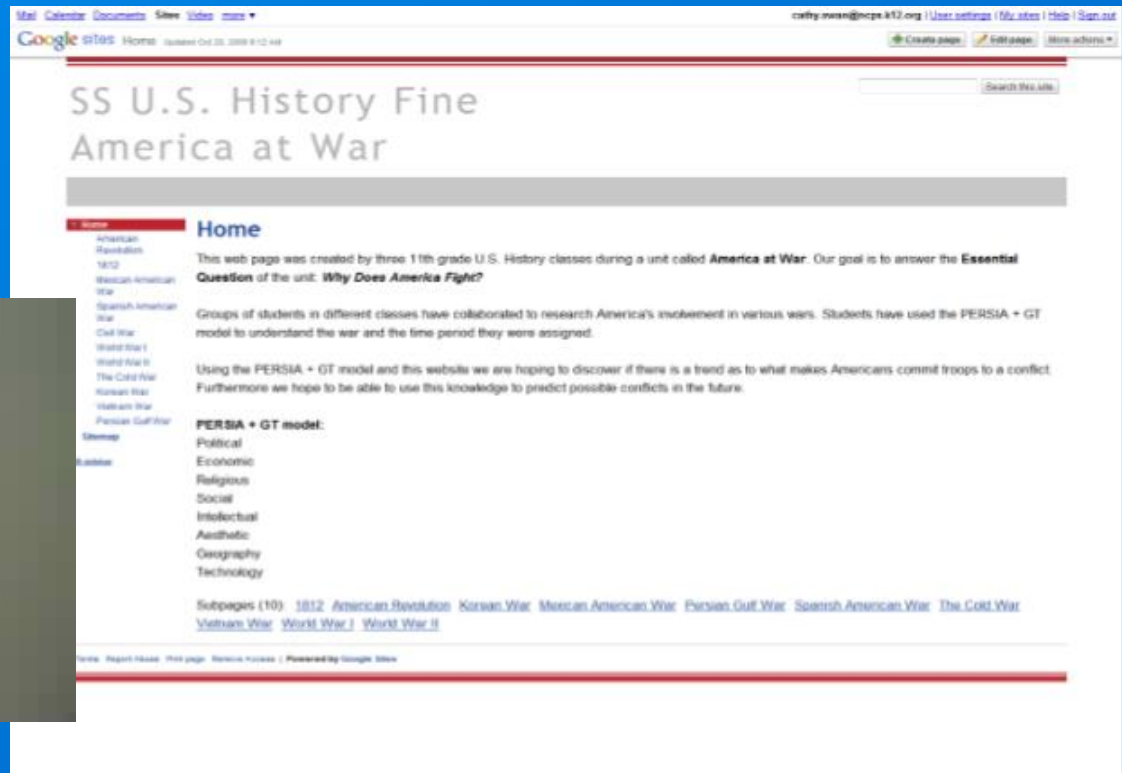


Tracking the movement of religions, spread of disease, trade routes during the Middle Ages

# America at War

Diigo + Google Docs + Google Sites + Twitter  
+Databases

America At  
War

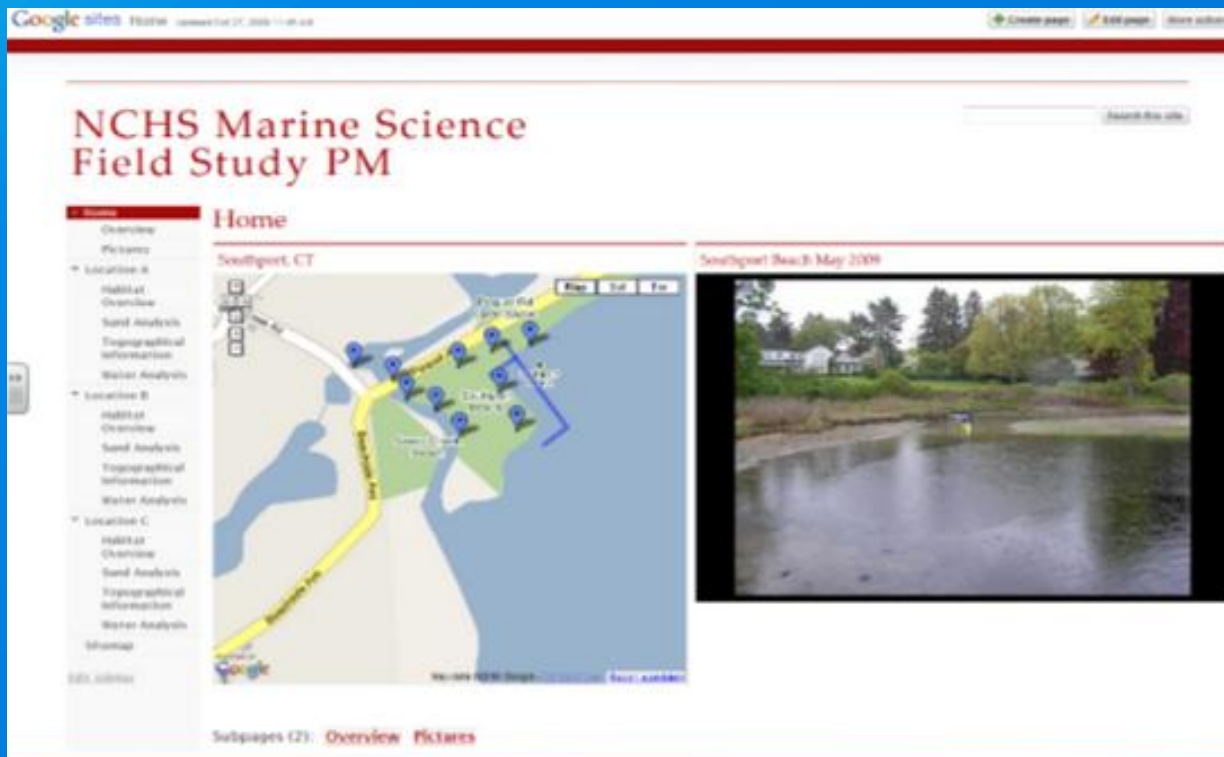


3/15/2010

C. Swan, Tech Integrator, PD,  
Google Certified Teacher

# Marine Science Field Study

Google Maps + Picasa Web Albums + Google Presentations + Google Forms + Google Spreadsheets + Vernier LabQuest Probes + Databases



Long Island Sound:  
Yearly test of  
fresh, brackish  
and salt water



# Post AP Exam Research

## Investigation of a global issue in biology

### NCHS AP Biology Team Project

 Search this site

#### Home

- Team Disease
- Team Technology
- Team Food
- Team Birth Control

- Assignment Details

- Individual Rubric

- Team Rubric

- Calendar of Events

- Essential Questions

- ICT Feedback Form

#### Peer Feedback Form

- Team Technology Feedback Form

- Team Technology Feedback Results

- Team Food Feedback Form

- Team Birth Control Feedback Form

- Team Disease Feedback Form

#### Project Feedback Ideas

- Project Feedback Spreadsheet

#### Home

##### Project Objective:

This technology based project is designed to allow the student an opportunity to investigate a global issue in science and to communicate their findings via the latest multi-media technologies. Students are required to work as part of a team and to collaborate with team members and classmates in order to create their final product, a Google based website. Projects must be biologically based with an emphasis on the biological mechanisms as they relate



#### 2010 AP Biology Project Team Disease

##### Home

You know the signs...

Does your child come home and seem out of it? A glazed look in his eyes?

Does he not seem to be himself?

Does he cough a lot and smell abnormal? Is he vomiting liquefied organs?

To learn more, check out the facts...

Oh wait, these are the facts! Welcome to the Wonderful world of disease! Man's Number one natural predator! Get ready to be afraid and suffer agonizing demise! But before you explore, test your skill at killing off Mankind!

##### Pandemic x

**Pandemic 2**  
Customize your disease and wipe out the population.

[Play this game in Full Screen mode!!](#)

**Grade Your Own World**  
Imagine - Build - Play Your Own  
Virtual World for Free!

Ad by Google



Prepare to be AFRAID!!!

[Delapagan La](#) [Bio Technology with R](#) [Medical Advances in Paul](#) [STDs by Matt Todd](#) [Uncommon Diseases With Taylor Parsons](#)

##### Catch My Disease

Ben Lee - Catch My Disease





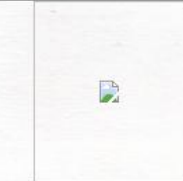
# US History Online News

Politics  
Economics  
Religion  
Society  
Intellectual  
Aesthetics  
Geography  
Technology

ROSS NEWS

Home Political Economic Religion Society Intellectual Aesthetic Geographic Technological  
Bibliography

## Home



President Woodrow Wilson's Foreign Affairs were what made this country great.



Cuba as a Protectorate is the idea that small countries that don't have enough resources need a safety mat, because they could be dangerous if they aren't helped through the difficult time.



Uncle Sam wants the world. And this is his foreign policy under Roosevelt and Taft: Foreign Policy in the US.



America wants new... its China. Uncle Sam... China-Open



Imperialism Justification, this is a

## Mulhern Messenger: - M. Mulhern

Home Political Economic Religion Society Intellectual Aesthetic Geographic Technological

A Costly Mistake Made by Spain

Trouble in Paradise

Sudden Outbreak in Mexico

The United States to the Rescue

Editorial: The Justification of Imperialism

Recent activity

Lend a Hand to Increase the Economy

movement from Kyle Lyman

The Economic Door to China Has Been Unlocked

movement from Emily Pagline

The United States to the Rescue

movement from Emily Pagline

The Economic Door to China Has Been Unlocked

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movement from Emily Pagline

The United States to the Rescue

movement from Emily Pagline

The Economic Door to China Has Been Unlocked

movement from Emily Pagline

After Huerta's officers took a small group of American's into custody, American had no option but to go invade Mexico and fight for what we believe in as Americans, which is justice. There was no reason that any soldiers be taken into custody and for this 18 Americans and over 200 Mexicans died in this invasion.

Geographic Position of Panama Sparks and Interest in the United States

7:42 a.m., November 22, 1902  
The United States has a clear interest in having their canal run through Panama based on the fact that it can easily connect the Pacific and Atlantic Ocean. This geographic location could potentially increase US trade from the west coast to Europe, because the distance is shortened tremendously.

Just the Place for a US Naval Base

2:47 p.m., October 10, 1900  
The tropical island of American Samoa became an American territory in 1899, although there was American influence in this island ever since 1872. American Samoa's main Harbor Pago Pago became a main refueling and naval base for the United States.

Editorial: Justification for Imperialism

Updated 8:24 p.m., August 26, 1910

Today is still being debated whether or not the United States was right for intervening in many countries so they could take control, but these interventions were respect that America has for that nation. The US cared so much about those countries that they wanted to go in and help them change some of their ways so they would they go out on their own.

Comments

Cathy Swan  
Add a comment

## Talkin' With Thomas Editorial



Thomas Costigan, Author

Updated 1997

If anything, what most people should be questioning these days is, "When, if ever, is imperialism not justified?" The answer to this question would honestly be close to none. As the common reader would have noticed through reading past articles posted on the Costigan Catch, there really has never been an instance when the U.S. did not benefit from expand its power. But, looking back there is one exception, the U.S. intervention during the time of the Mexican Revolution and rebellion. What could have gone wrong there? The U.S. was messing with an unstable country. Imperialism is always justified, unless if the majority of outcomes are negative, solely caused by the intervention in an unstable country.

The United States Attempts to Intimidate the World

12:21 p.m., September 22, 1902

President Theodore Roosevelt is sending out his fleet of eighteen naval ship this afternoon. Through this action the president hopes to be able to show off the advancement in the United States's technology. It is also a goal of his that many countries fear the United States because of our dominating naval power.

The Economic Door to China has been Unlocked

12:21 p.m., February 16, 1900

After a series of treaties the United States has secured a special trade agreement with China. The markets in China are crucial for the American economy to succeed.

A Costly Mistake Made by Spain

11:00 p.m., February 16, 1900

The United States Naval ship on the Havana Harbor who set up this attack on the US to respond. In total Spain's scene.

Comments

Cathy Swan  
Add a comment

Steven Ross  
I agree as well, but I don't the US losing its power within the world and becoming like England because we have to come to their help them during WWII.

Ryan Miraglia  
Written from perspective of Panamanian government official

I acknowledge this editorial with great experience with the American Government. They protected us in a time before Columbian ruler could take over the land that America would later fully purchase in order to build the famous Panama Canal. I thoroughly agree with your editorial, Thomas.

George Bennett  
While reading this article I learned that they author sometimes supported u.s imperialists while other times did not support it. He supported it when the u.s went into and unpowered country but it went into a country like Mexico that is somewhat powerful he does not support it. This is because less powerful countries are easier to take over.

Google sites Project Introduction: D Period Updated May 11, 2010 1:13 PM

Create page Edit page More actions

## Elie Wiesel's Journey Through the Holocaust

Search this site

**Project Introduction**

- [Stop One: Synagogue and the Jewish Religion](#)
- [Stop Two: Sighet, Hungary and Treatment of Jews](#)
- [Stop Three: Ghettos after Nazi Occupation](#)
- [Stop Four: Palestine and Refugees](#)
- [Stop Five: Transportation Cars and Dehumanization](#)
- [Stop Six: Auschwitz-Birkenau](#)
- [Stop Seven: Concentration Camp Barracks](#)
- [Stop Eight: Buna](#)
- [Stop Nine: Labor Camps](#)
- [Stop Ten: Infirmaries and Medicine](#)
- [Stop Eleven: Buchenwald](#)

Students' Post-Reading Reflections


[For Educators: Assignment Rubric, Instructions](#)

Edit sidebar

### Project Introduction: D Period

**How can researching places in the Holocaust help us to better understand Elie Wiesel's character in his memoir, *Night*?**

As we read Holocaust survivor Elie's Wiesel's memoir *Night*, we follow his physical movement through the Holocaust--the early shift to the ghetto, the containment in Auschwitz-Birkenau, the necessary visits to the doctor, and the later post-World War visits to Paris. Elie's journey through the Holocaust encourages us to consider the influence of environment on identity, as each place along this forced physical trek evokes an emotional or spiritual response from Elie and acts as a catalyst for his change--in his relationship with God, his view of his father, his understanding of the capabilities of humanity. And if environment influences his identity, then we must value the role of the historical context of the Holocaust in helping us to understand Elie.



Therefore, our class researched historical information on the reality of these places and the implications these places held for Jews in order to understand why Elie reacts and changes the way he does.

We organized historical context for each place as a "Stop" on Elie's trek. The chart below include that Elie Wiesel hears of or goes to according to the chapter in which the "Stop" appears. While r view the accompanying Stops and ask yourself:

*How does knowing the reality of these places and what they held in store help me to better un*

Stops in Chapter One	Stops in Chapter Two	Stops in Chapter Three	Stops in Chapter Four	Stops in Chapter Five	Stops in Chapter Six	Stops in Chapter Seven	Stops in Chapter Eight
One Two Three Four	Five	Six Seven One	Eight Night	Ten	Gleiwitz, Poland	Five	Eleven

# Night: Pre-Reading

## Hungary Before Holocaust

Search this site

### Stop Two

How were Jews treated treated during WWII before Nazi occupation?



The hometown of the main character, Elie, Sighet, Hungary, provides a great representation of how the Jews were treated before the Nazi occupation, resulting in the Holocaust. Prior to World War I Jews steadily migrated to Hungary and were treated much more fairly than in places in Western Europe. They even experienced a "Golden Era", which although did not last very long, was a huge difference compared to how Jews were looked at during the Nazi occupation. When the Holocaust came about and Nazi's power rose, the idea of Jews changed drastically. Hungary based their laws on Germany's Nuremberg Laws, which reversed equal citizenship to Jews, forbade any inter-marriage between Jews and non-Jews, and excluded Jews from many professions. From there, the idea of Judaism only went down and life for Jews became worse.

Subpages (1): [Bibliography](#)

# Our ISTE Award 2012

SIGMS Technology  
Innovation Award

## The Invisible Influence

New Canaan High School  
Language, Literature & Composition  
Ms. Steidl Periods 3, & 5 2011-02012



### Home

[Unit organizer](#)  
[Rubrics](#)  
[eBooks](#)  
[Thesis Statements](#)  
[Facebook interaction](#)  
[Photos & Video](#)

### Home

## ***"How can the uses of visual media influence or change society?"***

Describe the collaborative technology innovation project. Focus on these areas: What was the objective? What standards did it meet? How many students were involved? What was the outcome? How was the project funded? 500

This project evolved from a *Catcher in the Rye* project we developed in the winter of 2011. We wanted students to hone their visual literacy skills by conducting visual research about the 1950s prior to reading the novel. They were asked to articulate what they learned about the 1950s based on their interpretations of media messages from that time in an essay.

This year, our instructional objective - increasing visual literacy - remained unchanged, but we disassociated the project from *Catcher in the Rye*. Our overarching Essential Question (EQ) was *"How can the uses of visual media influence or change society?"* Other guiding questions included *"How do images influence the actions and opinions of society?"* and *"How a society separates or defines individuals or roles can give insights into the power structures and values of that community. What are the social implications? How would an individual be influenced?"*

Students were asked to consider the influence of the media on society (gender roles, national identity, tolerance, politics, home life, work place, etc.), develop a thesis, research and collect images to support their thesis, and write a 2-3 page analytical research paper with a properly formatted bibliography. As a class, each section collaborated on publishing their essays with embedded images into an digital anthology of their essays.

#### Essential Questions:

- How can we understand the relationship between the individual and society?
- How does society shape the individual?
- How does a person develop an individual identity through the cultural clutter?
- How can an individual have an effect on change in a society?

#### Expectations for Learning:

- interpret images, looking for deep meaning through careful and layered examination
- analyze the ways readers and writers are influenced by individual, social, cultural and historic contexts
- use the writing process to prepare, publish and present work appropriate to audience, purpose and task
- use standard English in both writing and speaking





# Invisible Influence

Technologies	Literacies and Skills
WW II posters	Visual literacy
Life magazines 1950s	Website design
Mobile devices	Copyright
Facebook	Collaboration
Mixbook	Communication
Easybib	Reflection
Destiny: Online card catalog	Critical Thinking
Google sites	Bibliographic formatting
Google docs	Online publishing
Flickr	Peer review and critique





# Facebook

## Peer review by...

- Classmates
- Upperclass men
- Alumni

facebook

Search for people, places and things



Emma Patch

This seven up advertisement conveys the message that a case of soda provides your family with health and happiness. Calling the soda "wholesome" an displaying the children eagerly accepting the soda from their father appeals to an audience of working class men who want to provide for their children. The woman in the photo is washing the dishes and observing from the background, which gently reinforces the idea that women belong in the kitchen. The ad uses appeal to the emotions fallacy as well as stereotypes.



Like · Comment · Follow Post · February 6 at 11:43am via mobile

Seen by everyone



**Charlie Sosnick** This ad appeals to emotions by showing the little kid enjoying the soda. He is completely innocent and carefree, and gives the sense that you can feel this way too if you enjoy the soda as well.

February 7 at 1:22pm · Like



**Alex Smith** I agree with Charlie, the ad definitely creates the perception that the little boy enjoys the soda, revealing an appeal to a specific person and emotion. In addition, this shows a woman working in the kitchen in an apron, portraying a stereotype by categorizing a woman's role (in the kitchen).

February 15 at 8:51am · Like



Corinne Victorisz

This ad makes you think that your life will be better if you use Listerine. It claims to be the best brand, and if you use it, you will get the guy/girl. It also tricks you into thinking it is scientifically proven with graphs and a picture of a doctor (but it isn't a quote from him and it never even says who he is... It's just a picture)



Like · Comment · Follow Post · February 5 at 5:08pm via mobile

Seen by 46

View 1 more comment



**Matt Riley** The first thing that caught my attention with this ad was the use of an ad hominem right at the top of the page in large letters. The use of this takes away from us thinking about the details of this actual product, only making us think about how it is so many times better than other brands of tooth paste or other breath-controlling products.

February 5 at 7:45pm · Like



**Erin Hanratty** And by the picture, it is saying if you use this product then you will get the girl.

February 15 at 11:26am via mobile · Like

## Invisible Infuence

# Mixbook

## Beauty is Ugly:

### Analyzing the Perception of Women Through Social Media

by Gita A.



It is said that "beauty is in the eye of the beholder." But is this true? The concept that "beauty" has no definition attached to it, and comes to mean something unique to each individual, is an idealistic view of an imperfect world. In reality, the "eye" of the beholder is impaired, as the clear vision of the individual is obstructed by a lens created by society. From World War II to present, this lens has only thickened, becoming more heavily clouded by increased media exposure enabled by technological innovation. Entertainment and advertising have perceived a standard of beauty, especially for women, that has become inescapable in daily life. While modern times are supposed to have brought women closer to equality, they have also become increasingly hindered by the importance of physical appearance, disproportionately stressed in today's society. Despite alleged advancements in women's rights since World War II, the rapid growth of social media has imposed a female body image that has come to define and control our generation of young women.

During World War II, the need for workers facilitated an emphasis on female ability in propaganda. Beauty in women was evidently valued, but a woman's ability to work was simultaneously promoted. The image of Rosie the Riveter, which has become a cultural icon in the United States, features a woman raising a powerful arm. Her chin is lifted and her posture robust. There is strength in her face and stance, emulating the confidence and capability of a female force. Although her eyes and lips are well-defined and still to be considered beautiful, her features are not the focus of the print. Her hair is wrapped up in a cloth suitable for working, and while a few pretty curls escape this handkerchief, the concealment of her hair contrasts with the typical emphasis on a woman's hairstyle. Her blue collar shirt is synonymous for a blue collar worker, suggesting that a woman is very much capable of physical labor and contributing substantially to the war. Her shirt is clean well-fitted, but does not exploit the female figure in ways now considered normal. The bold text, "We can do it!" suggests a "we" of not only Americans in the war effort, but women in a movement for self-empowerment. However, media from the World War II era was not a complete exception to the beauty-centric trend of marketing. A 1942 poster by John Philip Falter promoted WAVES, an acronym for Women Accepted for Volunteer Emergency Service, a division of the U.S. navy during

the war. Although the woman wears a navy uniform, her face is still feminine, with defined cheekbones and glossy eyes. Her fingernails are painted and unscathed, unrealistic for a worker, but still a quality heavily associated with women. It is significant to note that, though her hands are clean and polished, they are at work, operating the radio. The background of the poster is black and indefinite, perhaps symbolic of the darkness of war. Light falls only on the face and hand of the woman, giving no emphasis to her clothing or body, but instead highlighting an expression of seriousness and fingers at work. WAVES and other organizations were able to capitalize on



on the social media's sub-  
-sistent even displays "be-  
setting acceptable standards for female proportions. The woman in the "before" picture is marked by a hunched posture and lack of heels. Her face is turned away, and though her features lack definition and makeup, it is clear that she is not smiling. In contrast, the "after" photo features a bright-and-smiling woman, clad with a pair of heels and a nicer stance, as if to imply that one can only be happy after losing sixty-five pounds. The slogan at the top of the page, "New, easy, natural way to lose weight and gain a richer, fuller life," only furthers ingrains a feeling of self-dissatisfaction that drives women to buy the advertised product. Ironically, the phrase "richer and fuller" is used to describe a life after weight loss, while these adjectives are more naturally associated with an unrestricted diet and life style, the opposite of ad's campaign. Not only did beauty become defined by small waist sizes, but its definition extended to all things pink and pretty. The cover of the September, 1954 edition of Seventeen Magazine captures the essence of



## Misguided Media

By: Haley A.

"Our culture is obsessed with the people we see on television and watch in the movies." Ryan Seacrest, Entertainment Weekly. The media has always had a big influence on how society views women, objectifying them in provocative ways. The media has used women to target men and other women to buy products. Women have been portrayed as weak, stupid and emotional. Their proper place was thought to be only in the home. Even with women becoming more predominant in the workforce, the media has degraded women beginning as early as the 1940's. Although women's occupations have changed throughout the decades, women's "real job" in society is to look like the ideal, beautiful, and skinny women depicted in the media.

World War II was the first time women were encouraged to leave their homes and go out into the work world. With the men fighting in the war, women were needed to work in order to fill the jobs that were abandoned; however, they needed to fill them while looking beautiful. In the ad trying to persuade women to, "Enlist in a Proud Profession! Join the U.S. Cadet Nurse Corps," is a very good looking woman dressed in her work uniform. Prior to the war, we were not really to see ads promoting women to go out and work. However, in desperate times, desperate measures are sought out. One thing that hasn't changed is how perfect these women look. In this ad the woman's hair is carefully curled and in place and her makeup and lipstick are still

perfectly in tact, despite her long day at work. She is looking off into the distance with a smile on her face as if she loves working. This also suggests that she is looking into the future, hopeful that with women in the work force, giving up their goodness and leaving the kitchen, "her place", for their men, everything will turn out fine and our men will come home safe. Additionally, in the black and white photo of the four women with the words printed above them, "For your country's sake today. For your own sake tomorrow" the women are used to make a bold statement that the country needs them at work in order to win this war. This ad makes the country seem so desperate that the women can even "go to the nearest recruiting station of the armed service of your choice". They will take anyone, anywhere that is willing to work. Unlike the first ad, in this one the women are not smiling and in fact have serious, worried looks on their faces showing that they don't have as much hope and if women don't step up to the plate, we are very likely to lose this war. Additionally the black and white makes it seem more desperate, saying that we are in a dark time and we need women now more than ever. However, despite the distressed times the women never



fail to look good, again, with their hair perfect and their skin flawless. In fact, all four women could be sisters they look so similar with only slight shifts of their hairstyles and the color of their shirts. This ad is almost promoting that the way women look and present themselves is just as important as helping win the war. No matter what, resource women are mentioned for in the media, one thing for sure is that they will always look perfect. Returning veterans came back home to find their homes dramatically changed, causing resentment towards the women who had taken their jobs while away at war. As the war ended and men came back to their families, women went back to being needed in the home and being feminine and fragile. In the February 1946, 1954 edition of Life magazine the ad for a Crosley stove, the women dressed in a fancy blouse and skirt with high heels seem to be having a blast while cooking. This ad encourages women to buy the stove ensuring that they will have fun while cooking. Additionally, it states that women who buy the electric stove have "Beauty and brains". Unlike the ads for WWII women in the 1950's ads were encouraged to work in their homes rather than out in the real world. They were usually depicted as cooking for their families or cleaning their houses. The ideal woman was one that stayed home and looked great. Despite the change of time, women were still presented with nice

Pages	Title and Author
7-5	"Beauty is Ugly: Analyzing the Perception of Women Through Social Media" by Gita A.
6-9	"Untitled" by Colin A.
10-13	"Misguided Media" by Haley A.
14-19	"Influencing the Eye of the Beholder" by Courtney B.
20-23	"The Power of the Media" by Jeffrey C.
24-27	"Women Throughout the Ages" by Brianna D.
28-35	"White Noise: The Impact of the Music Industry on Society" by Nathalie D.
36-41	"Looking Past the Looks" by Ekaterina D.
42-47	"Women's Forever Changing Roles" by Virginia F.
48-51	"The Manipulation of Women in the Visual Media" by Catherine F.
52-55	"Mislead by the Media" by Amanda G.
56-59	"The Rise of the Self over the Years" by Jack J.
60-63	"Women in the Media: The Ultimate Sales-Persons" by Lynn K.
64-67	"The Journey of Environmentalism" by Tyler K.
68-75	"Defining our Ability" by Morgan K.
76-79	"Twisted Beauty" by Spencer L.
80-87	"Indoctrination" by Stephen M.
88-91	"Subordinate, Strutting and Stuck in the Home: A Look at Women in Advertisements through the 50s, 60s and today" by Laine N.
92-95	"Worth her Weight in Beauty" by Jack O.
96-101	"Women through the Eyes of the Media" by Katie P.
102-105	"Changing Your Perceptions-One Advertisement at a Time: A closer look at how the media has used propaganda to predetermine the roles of women in the workplace since World War II" by Stefan P.
106-109	"The Manipulation of Society by Visual Media" by Harriet P.
110-113	"The Fluctuating Media" by Molly S.
114-117	"Media's Impact on Women" by Zeph W.





# Invisible Influence Google Sites

## CHANGING GENDER ROLES IN PRINT ADVERTISING (2013): P HOMPE

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▼ In Some Ways We  
Have Returned to the  
1950s

[Bibliography](#)  
[Sitemap](#)

### In Some Ways We Have Returned to the 1950s

Advertising constitutes one of the most visible and influential social institutions the world has ever seen. As a result, the existence of inaccurate, misleading, and barring stereotypes in advertising presents a particularly worrisome trend. Before and throughout the 1950s, women appeared in the social media as subordinate to men and merely decorative, confined in society to the house. However, as the focus shifted to the concerning portrayal of women in advertising. Contrary to the trend, in advertising appeared over the next couple decades. However, while the portrayal of women as incompetent and satisfied housewives has disappeared, women as enthralling sex objects. This shift to a whole new form of social restriction for women: the pressure of achieving perfection.

In the 1950s, hierarchical gender relations dominated many magazines (below), Crosse and Blackwell Soup performed the time. The ad appeals to the emotions of the women, assumes that they are the primary decision makers in the household, and describes how purchasing the soup actually has the man holding the can, appealing to men as well as women. The women-positioned one in which the wife serves in a domestic role demonstrates the norm of gender roles.



1950 FRENCH STYLE SOUP AD BY CROSSE & BLACKWELL. The ad is designed to appeal to women by showing a man enjoying the soup, suggesting it is a desirable meal for the family.

Another example of these trends is the 1950 National Home Monthly magazine. The ad appeals to the emotions of women, assuming that they are the primary decision makers in the household, and describes how purchasing the soup actually has the man holding the can, appealing to men as well as women. The women-positioned one in which the wife serves in a domestic role demonstrates the norm of gender roles.

lives of contemporary women, we can infer that the evident gender shown, between the cooking wife and the working husband, is similar to the direct quote from the caption appears particularly revealing: "Most

## Progression of Tobacco Advertisement (2013) R Callahan

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▼ Progression of  
Tobacco  
Advertisement  
[Bibliography](#)  
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### Progression of Tobacco Advertisement

#### Progression of Tobacco Advertisement

Ever since advertising became a major business, tobacco companies have been one of the most prominent participants in attempting to sell their products. In a post WWII United States tobacco ads were some of the most common advertisements. The companies placed them everywhere that they could and even participated in one of the newest and most effective forms of advertising, television. These ads were common and incredibly successful, so much so that, due to health concerns with tobacco use, they were banned by Congress in 1971. However, tobacco ads continued as a major advertiser in magazines and they do to this day. While in the 1950's tobacco ads were unrestricted and commonplace, making many new smokers among Americans with their effective advertising, with rising health concerns in the '70s and onwards the ads began to be restricted, altering their forms slightly in the '80s and '90s; however, it wasn't until the 21st century that restrictions on tobacco advertising increased enough to decrease its effectiveness.



In the late '40s through '60s, a time period famed for its advertisements, the tobacco industry was a giant. Ads for chewing tobacco, cigars, but most importantly cigarettes filled the pages of every magazine, and were among some of the first to appear on television. These ads were designed to appeal to the common man and did that very effectively. A 1948 ad for Chesterfield cigarettes represents a prime example of the ads of the time. The ad shows Ronald Reagan sending out "Christmas card" cartons of Chesterfield cigarettes to "all of his friends".

The ad uses a celebrity endorsement by a man that nearly all of the U.S. would know immediately. Americans were especially obsessed at this time with their movie stars and Reagan was one of the biggest stars in Hollywood. Using such a familiar figure would immediately draw the attention of any

American reader. Reagan also says in the ad that the cigarettes are mild and don't have an "unpleasant after-taste". The average reader would be likely to believe such a statement coming from their favorite movie star, especially because he, according to the ad, sends them to all his friends! The reaction that they get is that if these cigarettes are good enough for Reagan to send to his friends then they *must* be fantastic. Also the ad uses an appeal to emotions through the fact that the cigarettes are in "Christmas card" cartons. It is most likely that this ad would have been

Flintstones TV Winston Ad  
Flintstones Cigarette Commercial



# Benchmark Assessment

My Personal Wellness  
Collaborative  
Standards -based  
Research-based  
Multiple Literacies  
Assured Experience  
Blended Environment  
“Habits of Mind”(Costa)  
Gradual Release of Responsibility  
Change Over Time





## New Canaan High School Information and Communication Technology

Michelle Luhtala, Christina Russo, Cathy Swan

Library Media Specialists and Technology Integration teacher

Library: [www.nchslibrary.infor](http://www.nchslibrary.infor)

9<sup>th</sup> Grade My Personal Wellness:



## New Canaan Public Schools Curriculum Unit Orga...

Curriculum Area: Comprehensive Health: *My Personal Wellness*

Grade: 9<sup>th</sup>

Course: Freshman Health

### 1. Enduring Understandings: Students will understand that ....

What are the big ideas, overarching concepts, generalizations or principles addressed in this v understanding act as "magnets for content information and facts: (References: State Framev and Lynne Erickson reference materials.)

...their choices and decisions about diet and exercise impact their short an

...physical and emotional health is linked to decision making.

....access to valid health information will promote a healthy and balan

....well documented research requires thoughtful use of ICT resource

...the use of interpersonal communication skills enhances health.

... literacy can take many different forms,

...information needs to be qualitatively evaluated and validated before it is cited or applied

... literacy involves decoding, processing and synthesizing multiple forms of information, in multiple formats

... learning involves metacognition: self-reflection and evaluation of one's ideas, process, and product knowledge can be organized and reorganized to create new knowledge

3. Unit Essential Questions: (Note: These are generally more specific than course or subject essential questions in that they are tied to the specific content.)  
What are the guiding/focus questions defining this unit? These should address enduring understandings that are timeless and transferable. (Usually these are "how" or "why" not "what" questions.)

Overarching/Guiding:

How Do I live a Healthy and Balanced Life?  
What do I need to know, understand and do to make healthy choices?

B. Students will be able to do... How they will demonstrate application of content in critical thinking, problem solving contexts

- Write a self-reflection narrative
- Create a website using Google Sites
- chart, graph and draw using online tools
- Analyze data from choosemyplate.gov and FITT
- Make healthy choices
- Conduct advance research (ISP) on a personal wellness concern
- Read complex informational text
- Track sources and cite evidence using online bibliographic tools
- Write an evaluative annotated bibliography that documents the student's research process
- Self and peer evaluate
- Determine recommended activity level according to caloric intake
- Evaluate the nutritional content of foods using the FDA labels
- Calculate body mass index (BMI)
- Demonstrate the six (6) dimensions of health

# MPW Tutorials

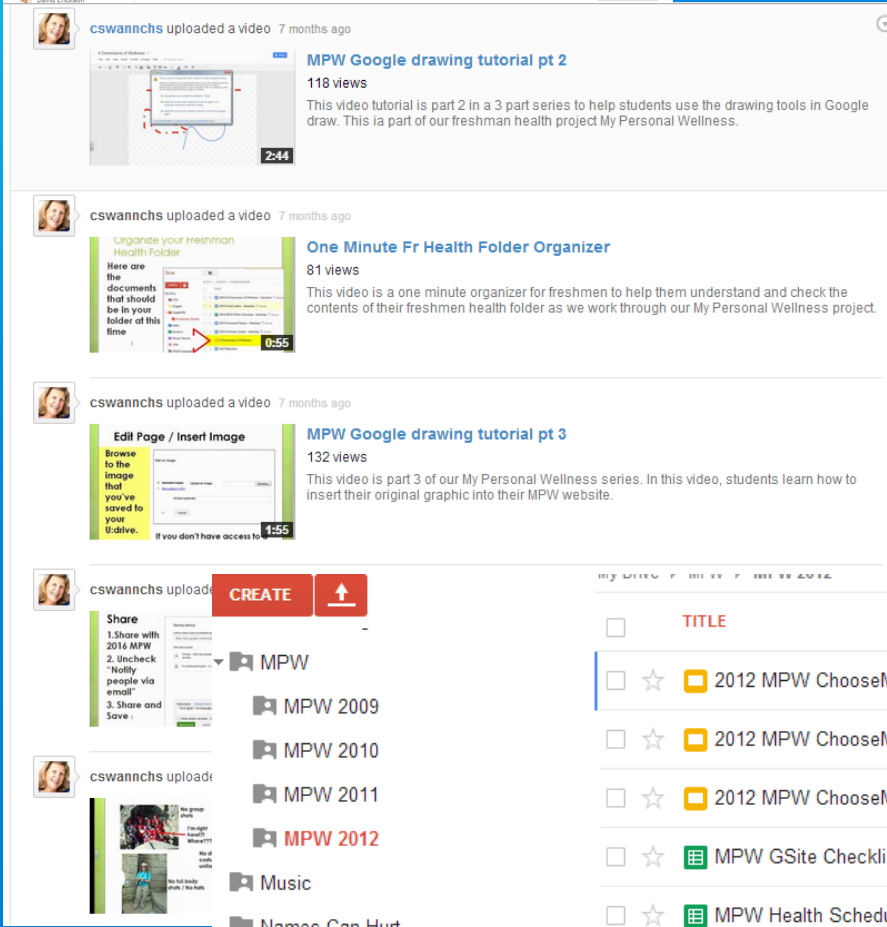
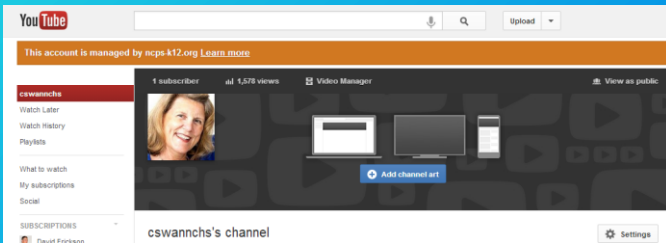
← Videos

Google  
Presentation  
Slides



Google

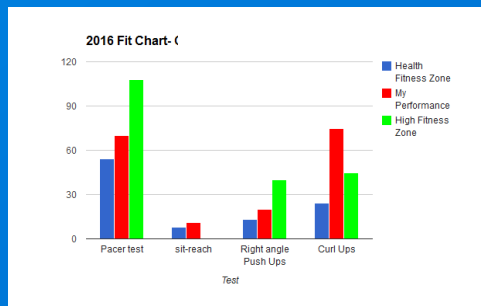
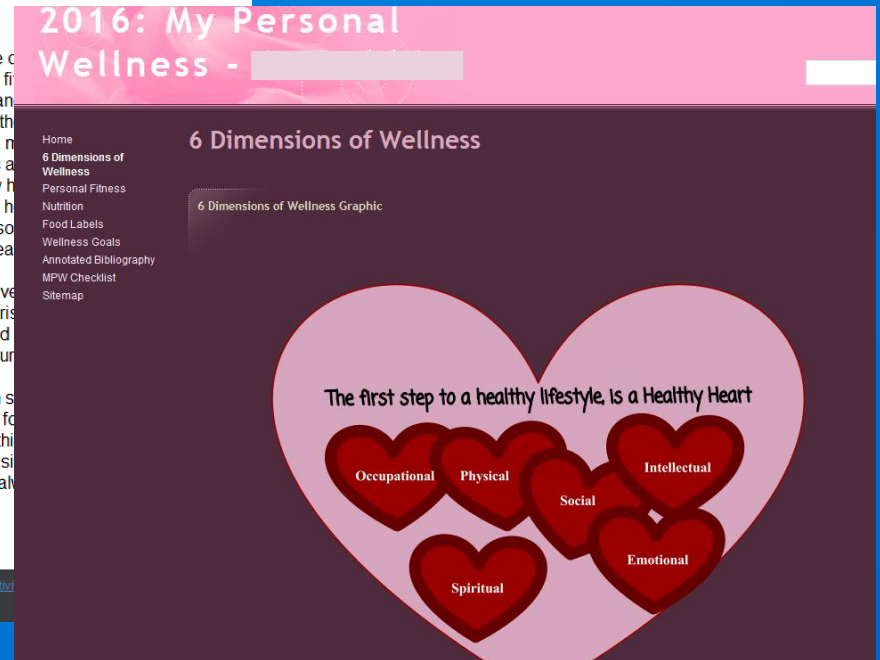
Drive



- MPW
- MPW 2009
- MPW 2010
- MPW 2011
- MPW 2012
- Music
- Names Can Hurt
- NCHS Certified Staff
- NCHS ICT Budget

<input type="checkbox"/>	TITLE	OWNER	LAST MODIFIED
<input type="checkbox"/> ☆	2012 MPW ChooseMyPlate Tutorial Pt 1 11-10-2012.pptx Shared	me	11/10/12 me
<input type="checkbox"/> ☆	2012 MPW ChooseMyPlate Tutorial pt 1 and extra slides 11-10-2012.pp	me	11/10/12 me
<input type="checkbox"/> ☆	2012 MPW ChooseMyPlate Tutorial Pt 1 Final 11-10-2012.pptx Shared	me	11/10/12 me
<input type="checkbox"/> ☆	MPW GSite Checklist Shared 2009	Tom Honohan	6/12/12 me
<input type="checkbox"/> ☆	MPW Health Schedule 2012-13 Shared	me	8/30/12 me
<input type="checkbox"/> ☆	MPW ICT Assessments on iPads Shared iPads, 2012	me	6/13/12 me

# My Personal Wellness Website



Connecticut Physical Fitness Test Standards - Boys											
Age	15-Meter Pacer			Sit and Reach		Right Angle Push-Ups			Curl-Ups		
	F -Health Fitness Zone	My Performance Result	H - High Fitness Performance Zone	F -Health Fitness Zone	My Performance Result	F -Health Fitness Zone	My Performance Result	H - High Fitness Performance Zone	F -Health Fitness Zone	My Performance Result	H - High Fitness Performance Zone
8	30		80	8		4		13	6		20
9	30		80	8		5		15	9		24
10	30		80	8		6		20	12		24
11	30		94	8		7		20	15		28
12	42		94	8		9		20	18		36
13	54		108	8		11		25	21		40
14	54	70	108	8	11	13	20	30	24	75	45
15	67		123	8		15		35	24		47
16	80		123	8		17		35	24		47
17	80		138	8		17		35	24		47
17+	94		138	8		17		35	24		47

# My Personal Wellness Website

Date	Duration		Activity	Intensity	Estimated Calories Burned*	Muscle Strengthening	Bone Strengthening	Vigorous Intensity
	Minutes	MIE** Minutes						
Sunday 11/11/12	20	0	Walking, 2 mph (30 min/mile)	Light	89			
Total Daily MIE Minutes:			0 — Did not meet daily goal of at least 60 MIE minutes of aerobic activity.					
Monday 11/12/12	90	180	Football, competitive	Vigorous	1150	✓	✓	✓
	30	30	Walking, 4 mph (15 min/mile)	Moderate	239	✓		
Total Daily MIE Minutes:			210 ✓ Met daily goal of at least 60 MIE minutes of aerobic activity.					
Tuesday 11/13/12	90	180	Football, competitive	Vigorous	1150	✓	✓	✓
	30	30	Walking, 4 mph (15 min/mile)	Moderate	239	✓		
Total Daily MIE Minutes:			210 ✓ Met daily goal of at least 60 MIE minutes of aerobic activity.					
Wednesday 11/14/12	90	180	Football, competitive	Vigorous	1150	✓	✓	✓
	30	30	Walking, 4 mph (15 min/mile)	Moderate	239	✓		
Total Daily MIE Minutes:			210 ✓ Met daily goal of at least 60 MIE minutes of aerobic activity.					
Thursday 11/15/12	90	180	Football, competitive	Vigorous	1150	✓	✓	✓
	30	30	Walking, 4 mph (15 min/mile)	Moderate	239	✓		
Total Daily MIE Minutes:			210 ✓ Met daily goal of at least 60 MIE minutes of aerobic activity.					
Friday 11/16/12	90	180	Football, competitive	Vigorous	1150	✓	✓	✓
	30	30	Walking, 4 mph (15 min/mile)	Moderate	239	✓		
Total Daily MIE Minutes:			210 ✓ Met daily goal of at least 60 MIE minutes of aerobic activity.					
Saturday 11/17/12	20	0	Walking, 2 mph (30 min/mile)	Light	89			
Total Daily MIE Minutes:			0 — Did not meet daily goal of at least 60 MIE minutes of aerobic activity.					

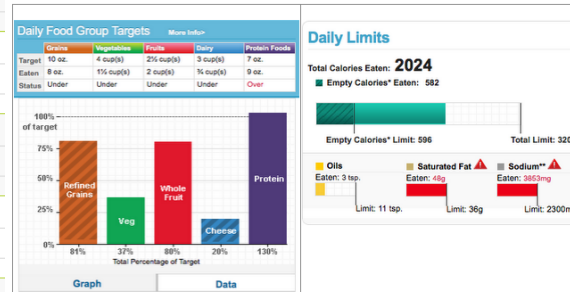
\* Calories burned are estimates only for an average person performing the activity.

\*\* Moderate Intensity Equivalent (MIE) Minutes:  
Every minute of vigorous activity counts as 2 minutes of moderate activity.  
For example, 30 minutes of vigorous activity counts as 60 MIE minutes.

Weekly Muscle Strengthening Target

Weekly Bone Strengthening Target

## Nutrition



## 2016AJC's Nutrients Report 11/12/12 - 11/12/12

Your plan is based on a 3200 Calorie allowance.

Nutrients	Target	Average Eaten	Status
■ Total Calories	3200 Calories	2024 Calories	OK
■ Protein (g)***	52 g	77 g	OK
■ Protein (% Calories)***	16-35% Calories	15% Calories	OK
■ Carbohydrate (g)***	130 g	167 g	OK
	45-65% Calories	33% Calories	Under
	36 g	17 g	Under
	25-35% Calories	52% Calories	Over
	<10% Calories	21% Calories	Over
	No Daily Target or Limit	21% Calories	No Daily T
	No Daily Target or Limit	6% Calories	No Daily T
	16 g	12 g	Under
	5-10% Calories	5% Calories	OK
	1.6 g	1.6 g	OK
	0.6-1.2% Calories	0.7% Calories	OK

## Food Labels

Unhealthy Snack- Cookies	Healthy Snack- Apple
<b>Nutrition Facts</b>	<b>Nutrition Facts</b>
Serving Size: 1 oz (28g)	Serving Size: 1/2 cup (141g)
<b>Amount Per Serving</b>	<b>Amount Per Serving</b>
Calories 138	Calories 227
Calories from Fat 72	Calories from Fat 44
<b>% Daily Value*</b>	<b>% Daily Value*</b>
<b>Total Fat</b> 8.05 g	<b>Total Fat</b> 4.84 g
12%	7%
<b>Saturated Fat</b> 3.99 g	<b>Saturated Fat</b> 0.97 g
20%	5%
<b>Trans Fat</b>	<b>Trans Fat</b>
<b>Cholesterol</b> 19.84 mg	<b>Cholesterol</b> 0 mg
7%	0%
<b>Sodium</b> 96.67 mg	<b>Sodium</b> 494.91 mg
4%	21%
<b>Potassium</b> 62.65 mg	<b>Potassium</b> 109.98 mg
2%	3%
<b>Total Carbohydrate</b> 16.5 g	<b>Total Carbohydrate</b> 43.48 g
6%	14%
<b>Dietary Fiber</b>	<b>Dietary Fiber</b> 1.97 g
	8%
<b>Sugars</b>	<b>Sugars</b> 27.75 g
<b>Sugar Alcohols</b>	<b>Sugar Alcohols</b>
<b>Protein</b> 1.62 g	<b>Protein</b> 2.47 g
<b>Vitamin A</b> 168.4 IU	<b>Vitamin A</b> 200.22 IU
3%	4%
<b>Vitamin C</b> 0.06 mg	<b>Vitamin C</b> 3.1 mg
0%	5%
<b>Calcium</b> 10.77 mg	<b>Calcium</b> 49.35 mg
1%	5%
<b>Iron</b> 0.7 mg	<b>Iron</b> 1.16 mg
4%	6%

## Wellness Goals

Putting your goals down helps you clarify what you want to do. When you think of something you want, it is just a wish. When it is written down, you are moving the idea along a road to success.

### Goals that will help me improve my overall wellness:

#### 1. Fitness Goal (Use your fitness scores for help with assessment):

Get a higher score on the pacer.

#### 2. Nutrition Goal:

To eat less protein so that I don't gain too much weight.

List the **Benefits** you will receive from accomplishing your goals. The more you can list, the **greater** the desire to make it happen!!!

#### Benefits from my goals:

If I complete my goals then I could become healthier like if I eat less protein I will gain less weight. Also if I score higher on pacer then i could become more fit and Be in a healthier



# Google Forms: Project Directory



## Class of 2014: My Personal Wellness Directory

Please submit the below information correctly so the health teachers, librarians, and technology integrators may view your website.

Your username (cathy.swan@ncps-k12.org) will be recorded when you submit this form.

Not cathy.swan? [Sign out](#)

\* Required

### Section Number \*

Type your section number here. Please ask your teacher if you are not sure.

### Please select your Health teacher. \*

- ☐ Bedard  
☐ Palmer  
☐ Sapienza

### Last Name \*

Please type your last name here.

### Website link. \*

Please copy and paste your website link here.

☒ Send me a copy of my responses.

Powered by [Google Docs](#)

Google docs Class of 2014 MPW Directory Private to Tom Honohan + 6 more Saved seconds ago Saved Share

File Edit View Insert Format Form (331) Tools Help

Formula: 13 Show all formulas

	B	C	D	E	F
	Username	Section Number	Please select your Health teacher.	Last Name	Website link.
22	page.jones@ncps-k12.org	13	Sapienza	Jones	<a href="http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-jones-p/home">http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-jones-p/home</a>
23	brandon.pak@ncps-k12.org	13	Sapienza	Pak	<a href="http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-pak-b/home">http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-pak-b/home</a>
24	jessica.pickering@ncps-k12.org	13	Sapienza	Pickering	<a href="http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-pickering-j/home">http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-pickering-j/home</a>
25	isaac.fishman@ncps-k12.org	13	Sapienza	Fishman	<a href="http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-fishman-i/">http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-fishman-i/</a>
26	theodore.christian@ncps-k12.org	13	Sapienza	Christian	<a href="http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-chistian-t/home">http://sites.google.com/a/ncps-k12.org/13-my-personal-wellness-chistian-t/home</a>
27	nicholas.walsh@ncps-k12.org	14	Palmer	walsh	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-walsh-n/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-walsh-n/</a>
28	michael.dipanni@ncps-k12.org	14	Palmer	DiPanni	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-dipanni-m/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-dipanni-m/</a>
29	margaret.williamson@ncps-k12.org	14	Palmer	Williamson	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-williamson-m/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-williamson-m/</a>
30	elizabeth.gordon@ncps-k12.org	14	Palmer	Gordon	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-gordon-e/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-gordon-e/</a>
31	catherine.friar@ncps-k12.org	14	Palmer	Friar	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-friar-c/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-friar-c/</a>
32	rufino.gonzalez@ncps-k12.org	14	Palmer	gonzalez	<a href="http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-gonzalez-r/">http://sites.google.com/a/ncps-k12.org/14-my-personal-wellness-gonzalez-r/</a>

Screenshot saved click to view

# Assessments

Health Teachers	Tech Integration Teachers	Librarians
Self-reflections	Moodle use / video tutorial use	Pre and Post-tests
Self- assessment	Website creation/layout	Moodle views/tutorial use
choosemyplate.gov: data	choosemyplate.gov: how tos	choosemyplate.gov: interpretation of data
Food labels interpretation	Charts and graphs: create/insert	ISP (research)
Website	Google docs: copy/share/insert	Keyword Activity Document
6 Dimensions of Wellness responses	Images & Screenshots: Create / Insert / Modify	Annotation Activity Document
FITT chart: data and essay	Google drawing tools	Reading and highlighting
Nutrition graph: interpretation	Navigation bar editing	Self & Peer-to-peer evaluation
Wellness plan: goals essay	Sharing protocols	Annotated bibliography
Rubric / Checklists	Exit survey: data	Exit survey: data

# My Personal Wellness: Rubric

	Do Over	Points	Value	Needs Improvement / some major errors	Points	Value	Satisfactory / No Major errors	Points	Value	Excellent / in-depth	Points	Value	Total points
	1			2			3			4			
Wellness Plan (How do I live a healthy and balanced life?)	Purpose is unclear and does not feature evidence found through research and new learning. Does not make personal connections between prior and new knowledge.		x1	Purpose is ambiguous and features limited use of evidence found through research and new learning. Makes few personal connections between prior and new knowledge.		x1	Purpose is clear and features use of evidence found through research and new learning. Makes personal connections between prior and new knowledge		x1	Purpose is very clear and features exemplary use of evidence found through research and new learning. Makes numerous personal connections between prior and new knowledge.		x1	
Accountability	Did not demonstrate self-direction, or show that online health Moodle, instructions, and tutorials were consulted. Required extensive individual support to work through unit.		x2	Used online health Moodle, instructions, and tutorials to progress through the unit with help, completing assignments to varying degrees, and close to schedule.		x2	Used online health Moodle, instructions, and tutorials to progress through the unit with limited guidance, completing most assignments with an acceptable degree of accuracy, and on schedule.		x2	Demonstrates initiative in using online health Moodle, instructions, and tutorials to progress through the unit independently, completing assignments with a high degree of accuracy and on schedule.		x2	



Reflection	Does not demonstrate self-perception of wellness.	x1	Attempts to describe my self-perceived wellness, but lacks evidence.	x1	Describes my perceived wellness using some supporting evidence from my in-real-life (IRL) daily activity and food intake habits.	x1	Describes my perceived wellness in detail using supporting evidence from my in-real-life (IRL) daily activity and food intake habits.	x1	
Self-Assessment: 24 Hours Food Intake & Activity Data	Does not demonstrate that you did any data inputting.	x1	Demonstrates you did some data inputting.	x1	Demonstrates that you input data to assess food intake and activity level for a 24 hour period.	x1	Demonstrates that you input data to assess food intake and activity level for 24 hours to compare them to National Dietary Guidelines and	x1	
Interpreting and applying ChooseMyPlate analysis to inquiry: Thesis statement, research questions or keywords	Your choice of keywords, research question(s) and thesis statement does not demonstrate understanding or application of your personal MPT	x1	Your choice of keywords, research question(s) and thesis statement needs to demonstrate further understanding and application of <i>your</i>	x1	Your choice of keywords, research question(s) and thesis statement demonstrates some understanding and application of <i>your personal</i> MPT analysis.	x1	Your choice of keywords, research question(s) and thesis statement demonstrates a comprehensive understanding and application of <i>your personal</i> MPT	x1	
Advanced Research Strategy: Boolean Operators and Delimiters	Does not demonstrate understanding of advanced research strategies.	x1	Demonstrates limited understanding of advanced research strategies.	x1	Demonstrates understanding of advanced research strategies.	x1	Demonstrates understanding and application of advanced research strategies.	x1	

Google Website	Website does not meet the standards listed.	x2	Two elements are incorrect or incomplete.	x2	Your keywords and research question (lesson #14)	x2	Named correctly; color scheme, light background and dark print, is clear and readable; site shared correctly.	x2
Web pages	Most pages are missing some of the required elements.	x1	Some pages are correct but several are missing one or more required elements.	x1	Your EasyBib dashboard screen shot with your research question and thesis statement (lesson #19).	x1	Eight pages (including Home) correctly named; appear in correct order on navigation bar; all links work; correct layout chosen for each page.	x1
Images and screen shots	Most pages are missing two or more required elements.	x2	Some images and screen shots are correct, but several are missing one or more required elements.	x2	Most images and screen shots are correct, but one image or screen shot is missing one required element.	x2	Clear, relevant; cropped appropriately; screen shots inserted, positioned and sized correctly, copied images are correctly cited	x2
Sharing Google docs and spreadsheets inserted into project web pages	More than two embedded Google documents are not shared and are therefore not viewable by those invited to the website.	x1	Two embedded Google documents are not shared and are therefore not viewable by those invited to the website.	x1	One embedded Google document is not shared and is therefore not viewable by those invited to the website.	x1	Each embedded (inserted) Google document on individual pages is shared and viewable by those who were to be invited.	x1

# Collaboration so that each learner succeeds!

SPED	Setup	Home	6D	Fitness	Nutrition	Labels	Goals	Ann Bib (max pts 4)	Checklist	docs not shared/€	blank pages/	pages ok/8
Didia	ok	ok	-graphic is missing one D -worksheet inserted but not completed	OK	ok	- images OK -worksheet inserted but not completed	-goals written -worksheet incomplete	2	-all green down to library session but not accurate since there are missing items -library session checklist has not been completed			3
Vita	-URL incorrect - nav bar out of c	-photo does not measure if -reflection inserted	-graphic OK -essay inserted but without form so not complete	-inserted chart but can't get to see if complete -chart missing	blank	-images inserted -worksheet missing from page	-written and posted -worksheet missing so all questions may not have been addressed	2	-not shared	1 + 1 missing	1	
Pivovar	Will take Health this summer											
Didia	NO LINK IN Direct FOUND WITH SIT -nav bar out of o	OK	OK	ok	ok	-images inserted -worksheet missing	ok	3.75	inserted but not addressed	1 missing		6
Didia	ok (one typo)	ok (words don't wr	ok	-graphics ok -worksheet inserted but not shared	ok	ok	ok	3.75/not shared	-inserted but not shared	3		5
Didia	Matt will take health this summer.											



# Checklists: Self-regulation

## 2016: My Personal Wellness GSite Checklist

Lesson #	Task	Not Completed	Done!
1	Self-Reflection Essay (Minimum 500 Words)		x
2	Organize Your Google Drive and U:Drive		x
2	File, Make a Copy, Rename and Share 4 MPW Google Documents		x
3	Create your 2016: My Personal Wellness - First Initial, Last Name Google Site and share with 2016mpw@ncps-k12.org		x
4	Typed Self Reflection into Homepage and Insert a Picture of Yourself		x
4	File, Make a Copy, Rename, Share 2016 MPW GSite Checklist - First Initial, Lastname and Insert into MPW Checklist web page		x
5	Define the 6 Dimensions of Wellness		x
6	Complete 2016 6 Dimensions Google Document and Insert into 6 Dimensions of Wellness webpage		x
6	Create an Original Graphic (6 Dimensions) and Insert Image of Graphic into 6 Dimensions of Wellness Webpage		x
7	Define Health Related Fitness Concepts and Skill Related Fitness		x
8	Complete FITT Principle Rough Draft		x
9	Complete 2016 Personal Fitness Google Document and Insert 2016 FITT Chart into Personal Fitness Webpage with Chart and Scores		x
10	Define Essential Nutrients		x
11	Complete Study Guide (Nutrients)		x
12	Define Calorie and Video Notes		x
13	Food Labels- Bring a Label to Class and Complete Handout		x
14	Insert Images of Two Food Labels into Food Labels Webpage		x
14	Complete Food Label Document and Insert into Food Label Webpage		x
15	Create a Daily Log of Food You Have Consumed in One Day		x
16	Input Food into the "Choose My Plate" Menu Planner		x
16	Create Screen Shots of Food Tracker: Daily Food Group Targets & Daily Limits. Save images in U:Drive as a jpeg		x
17	Create Screen Shots of Nutritional Analysis Charts and Insert into a Word Document , Save to U:Drive and Print this File.		x
18	Take the Library Pre-test		x
18	Complete the Keyword Document Using the Graph and Charts from Food Tracker: Daily Food Group Limits and Daily Limits in Your U: Drive		x
19	Review Keywords and Essential Question on Keyword Document,		x
19	Complete Research on Keywords and Research Question in ProQuest Newspaper Database		x
19	Choose a Newspaper Article from the Database		x
19	Email and Print copy of the Newspaper Article		x
19	Read Newspaper Article and Highlight it.		x
19	Complete the First Page of the Newspaper Evaluation, "Peer-to-Peer Assessment" Handout. Bring to Lesson 20 Class		x
20	Read and Evaluate Another Student's Newspaper Article		x
20	Complete the Newspaper Evaluation of the Peer-to-Peer Assessment		x
20	Review the Newspaper Evaluation-Peer-to-Peer Assessment		x

## Lesson #19 Checklist

\* Required

### Task 1 \*

- ☐ Take My Personal Wellness Post-Test

### Task 2

- ☐ Be sure that you finished annotation activity document, and that it is saved to your U drive health MPW folder.

### Task 3

- ☐ Be sure that you have followed all the steps to create an account in NoodleBib as outlined in the "Citing" Power Point.

### Task 4

- ☐ Log in to the NoodleBib account you set up during lesson #18.

### Task 5

- ☐ Be sure that you have completed the citation and annotation for your ProQuest Platinum newspaper article in NoodleBib.com. Remember, an annotation is NOT a summary. It is evaluative and it meets at least three of the criteria outlined in "What is an Annotated Bibliography?"

### Task 6

- ☐ Using the Annotation Activity Document from your U drive health MPW folder, add a new citation to your NoodleBib annotated bibliography for MyPyramidTracker. You do not have to annotate this one. Just cite it.



# Final Reflection

## Home



To me, the definition of health has more than just one, singular meaning. Health means balancing your mental, social, and physical well being, and this expands on to being active, staying happy, and making and keeping friends. Health also includes eating right and making good life decisions. That, to me, is the definition of health.

I believe I am on the awareness level of the "Wellness Continuum". The main reason I believe I am on the awareness level is that I have not yet been educated on all aspects of wellness so I am on the awareness level for now but will soon move to the "education" level as I learn more and more in 9th grade health class. I am on the awareness level because I am aware of unhealthy decisions and what they are and I am aware of certain things. I am aware of things like avoiding drugs and balancing my physical, social, and mental life but since I am only aware of these things and not yet fully educated on them, I will stay on the awareness level until the end of the health class, and then move to the "education" level and hopefully even higher.

There are some risky behaviors that even I engage in that can affect my health. One risky behavior is eating unhealthy food. On a scale of low, medium, high, I would say this is medium because it is not life threatening, but it is still concerning enough to be considered medium. Another risky behavior is not exercising enough, which I would say is a medium as well. Also, becoming overstressed is another risky behavior. Once again, I would say this is a medium risk. I would say the last risky behavior I engage in is fighting with friends. This is risky to my social health, not necessarily my physical or mental health, so it is not immediately affecting me, so I would say this is low on the risk factor scale. Those are the risky behaviors I participate in.

I believe my social health is good. I believe this because I interact with others well, I feel comfortable around others, and I have lots of friends. I also believe my mental health is good. I think this is so because I have a happy personality, I focus on schoolwork, and I am not depressed. In addition, I believe my physical health is decent because although I eat healthy, I also sometimes eat unhealthy things and don't exercise enough a lot of the time.

Overall, I would rate my quality of life today as good for many reasons. First off, I have lots of friends, I interact with peers and others well, I am a good student, I am usually very happy, and I have food, water, and shelter. Also, I have a good education and eat a good amount of healthy food, but I need to cut down on some unhealthy eating habits and exercise more.

Basically, the one crisis I face that affects my health is that I need to work out and get exercise more frequently than I do now. What I can do is come up with a more stable exercise schedule and find out what things I can do to make the most out of the time I work out.

Stressors that I have to deal with daily are things like schoolwork, friends, family, fitting in, and making decisions. All of these things are big stressors that adolescents have to deal with on a daily basis so I feel that it is normal for me to be stressed out by things like these.

Someone I go to for support and advice is my mom. I go to my mom because she is understanding, caring, and thoughtful. I have always gone to my mom for things because I have always felt comfortable telling her things even as a little kid.

Finally, some people and resources that I can go to at NCHS if I need advice or support are guidance counselors, teachers, the principal, Mr. Bedard, KIC (Kids in Crisis), Psychologists, and social workers. All in all, that is my self-reflection of my health life.

## What research do you base these adjustments on?

I based these adjustments on research I have done on databases. The article I cited had a lot on staying healthy and exercising to stay healthy. Not only have I based my conclusions on what we have learned in class with Mr. Bedard. His lessons about calories really made me realize that I needed to make adjustments to my diet and my exercise routine. As you can see, I have done various research to come to my conclusions of becoming better with what I eat and how I exercise.

## Exit Survey

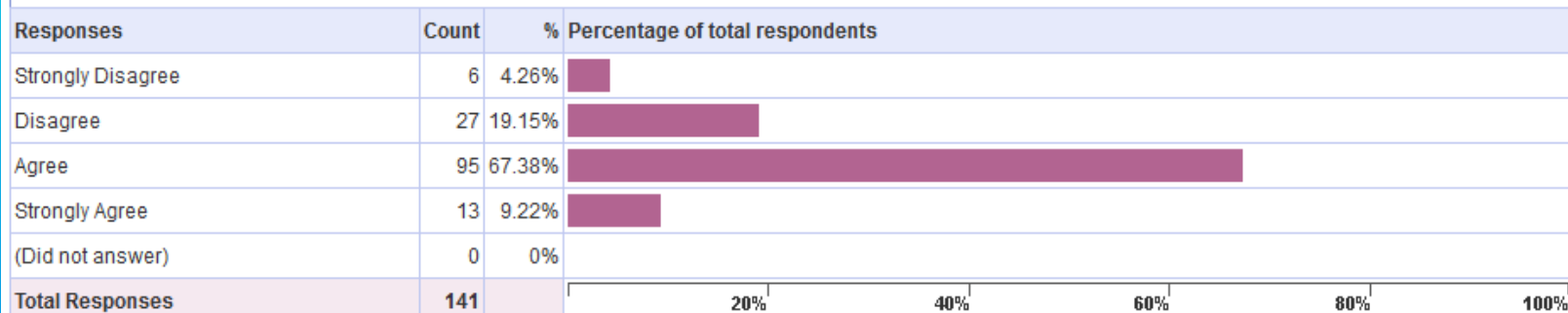
Q3. This project , "My Personal Wellness Plan", will result in my improved personal wellness.



☐ Exclude 'Did not Answer'

[Prepare for dashboard](#) | [Make all charts similar to this](#)

Basic ▼



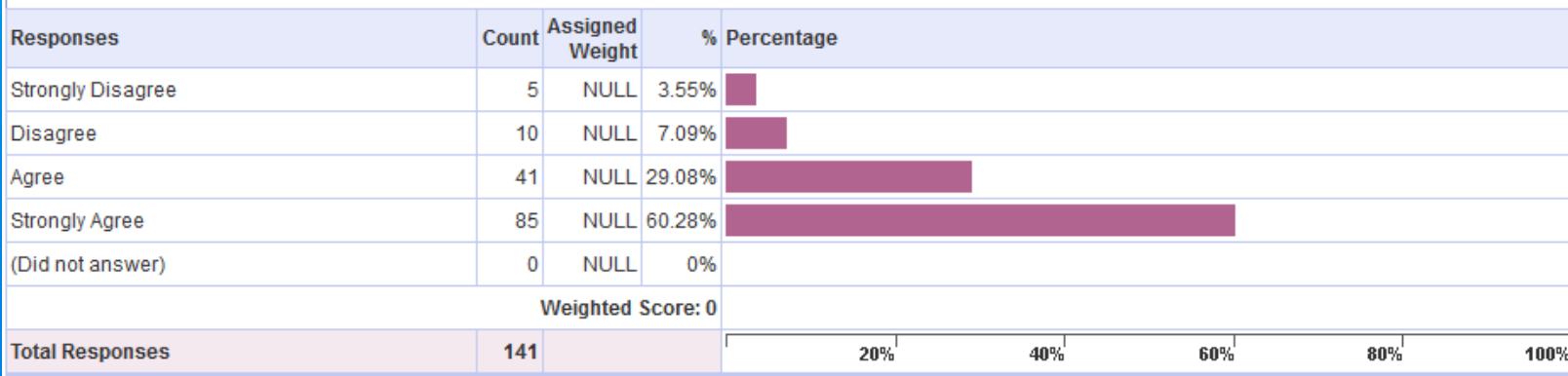
9(b) : I would be able to do the following by myself.: Identify keywords for research



☐ Exclude 'Did not Answer'

[Prepare for dashboard](#) | [Make all charts similar to this](#)

Basic ▼



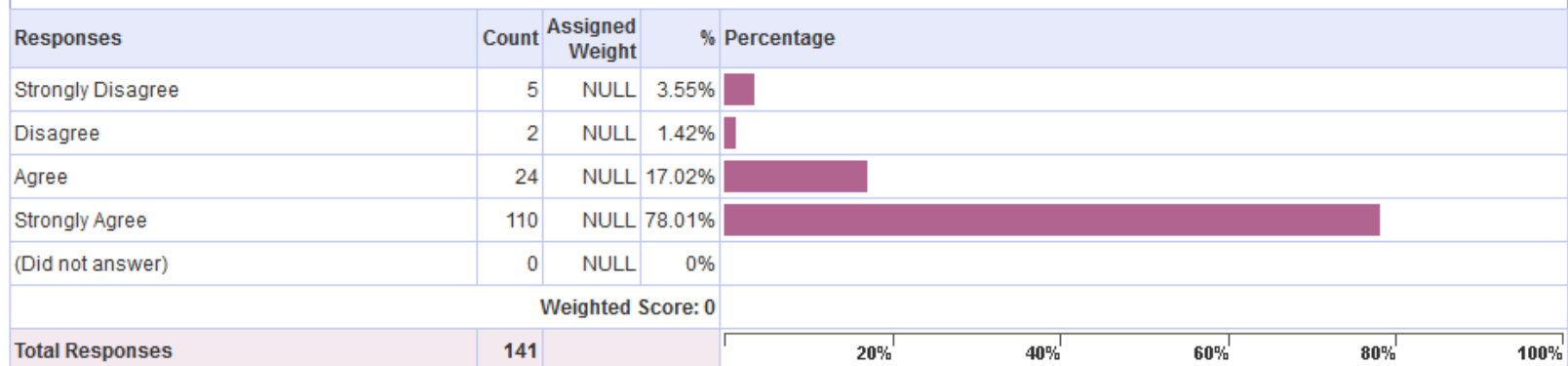
7(g) : I would be able to do the following by myself.: Create a new Google site



☐ Exclude 'Did not Answer'

[Prepare for dashboard](#) | [Make all charts similar to this](#)

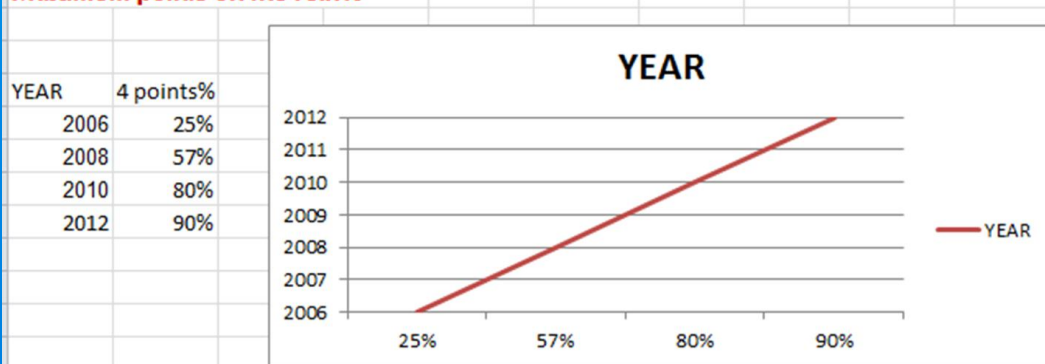
Basic ▼



# Modifications & Changes

## My Personal Wellness 2006-2013 Annotated Bibliography

### Maximum points on the rubric



## My personal Wellness: Research, Reading and Annotated Bibliography

Year	2005	2006	2007	2008	2009	2010	2012
% on rubric	9%	25%	32%	57%	60%	80%	90%
<b>Collaboration</b>	health teachers & librarians	health teachers & librarians technology integration teacher (TI)	health teachers & librarians technology integration teachers New Canaan Library (town)	health teachers & librarians technology integration teachers, administrators, New Canaan Library (town)	health teachers & librarians technology integration teachers, administrators, New Canaan Library (town)	health teachers & librarians technology integration teachers, administrator, special education teacher, New Canaan Library (town)	health teachers & librarians technology integration teachers, administrator, New Canaan Library (town)
<b>Project timetable</b>	3 class periods	6 class period	13 class periods	18 class periods	21 class periods	23 Class periods	25 class periods
<b>ICT Instruction</b>	20th Century, Lectured, handout, "how to"	21st Century face-to-face, handouts, modeling, PowerPoint, after school sessions	21st Century, web-based, face-to-face, modeling, tutorial bank, after school sessions	21st Century, Differentiated, web-based, face-to-face, modeling, SmartBoard technology, handouts, after school sessions tutorial bank	21st Century, guided, differentiated, web-based, MPW Moodle, SmartBoard technology, emerging technologies, online tutorials, face-to-face, modeling, e-mail (Forum), ongoing assessment and feedback, after school sessions	21st Century, guided, differentiated, web-based, Google APPS, MPW Moodle, SmartBoard technology, emerging technologies, online tutorials, e-mail (Forum), face-to-face, modeling, survey, ongoing assessment and feedback, after school sessions, Response to Intervention (RTI), gradual release of responsibility	Common Core State Standards (ELA & Math), 21st Century, guided, differentiated, web-based, Google APPS, MPW Moodle, SmartBoard technology, emerging technologies, online tutorials, e-mail (Forum), face-to-face, conferencing, modeling, survey, ongoing assessment and feedback, after school sessions, Response to Intervention (RTI), gradual release of responsibility-independence



# Health teachers, tech integrators, & librarians

## My Personal Wellness Debrief

June 15, 2012 - Library

Steve Bedard, Kim Palmer, Christina Russo,  
Donna Sapineza and Cathy Swan

### What Went Well

- Students response to [choosmyplate.gov](http://choosmyplate.gov) was positive-engaging
- health teachers-started 4th class third week in school
- Students use of the Moodle as a course platform to scaffold learning-aided independence
- Collaboration between health and library on the implementation of the new Keyword Document (student assessment of choosemyplate)
- Research on health article-choice of article (keywords and research question)
- Responsiveness-Online tutorials using SlideRocket easy to modify-on-the-spot changes to instruction.
- Peer-to-Peer evaluation (elements of annotation)-student assessment of selection.
- Annotated Bibliography rubric gave clarity to learning objective
- Post assessment- gain in new knowledge
- Student survey results from k-12 Insight -positive responses on using Moodle, Google Sites, research

Creating Website documents as shared folders  
Website layout

### What Could Have Gone Better

- weather-
- calendar-dates incorrect
- timing of S.M.A.R.T. goals
- timing of final goals-move to after research
- Printing!! Number of printing problems. Students couldn't add a printer in Lab A loss valuable time on the reading and research component
- Have students email article to themselves.
- Read and highlight article online.
- RIS download from ProQuest to EasyBib (online citation generator)
- Add Chrome slide( RIS) to research tutorial
- Give students more time to reflect and review of peer-to-peer evaluation to write annotation.
- Pair students before research begins by like health concerns. Students share articles with each other.
- Add a peer-to-peer review page to website.
- Students fill-in peer-to-peer-review (again, share with each other). and add to website. Therefore, students have a copy of the evaluation when writing their annotations. A group of two students research same topic together and each choose a different article- Check out Health and Wellness database for research
- Student self-monitoring-checklists

### Organizational Needs

- Look at the calendar for 2012-13
- Update Moodle with NCHS Core Beliefs and Expectations, as well as P21
- Move Library research components at least 2 or 3 weeks before holiday break
- Revise pretest & posttest
- Revise Keyword-online
- word and Research Question document
- Revise Annotation Activity Doc.
- Move Annotation Activity Document to before Peer-to-peer doc on Moodle to further scaffold evaluation and reading for information
- Revise Peer-to-Peer assessment-add more self-reflection and self-assessment.
- Assess MPW Rubric
- Goals setting session after research
- Monitor USDA [choosemyplate.gov](http://choosemyplate.gov) for changes
- Combine TECH and Library checklist-red, yellow, green

Create project checklist and share with 2016 early in project (September)  
Assessment Checklist to be used in Computer Labs during class (iPads?) Create assessment tool for iPad (and test a prototype during spring 2012)

1. Students write final goals after website and library work is completed.
2. Ensure that the Google calendar is correct (session #, room assignment) and that kids know to

### Implications for future

**FITT- physical fitness components by PE teachers-at beginning Librarians with health teacher for keyword session- (send streamlined doc.)**

**Access to Power Teacher grade book; use iPADS for assessment (give ICT access) Complete, not complete**

**Red, yellow, green checklist for all activities**

**Transfer of knowledge- website- Google Doc- how to insert a- insert it each time not all inserted at one time. Open page, edit page, insert page, and share page**

**Google drawing-saving pngs.-absentees**

**Share websites and Google Docs. with**

**health and ICT -wipe out mpwteachers- use only one mpwteacher**

- Common Core-literacy (reading) and sustained research with technology:

**ICT common core crosswalk**

- NCHS Core Beliefs and Expectations

**Add to Moodle Blocks**

- NCHS new health rubric Block one

**Add to first lesson**

- health continuum- 10-12
- family health history-look at or interview
- Review their most recent doctor physical?
- check calendar on Moodle
- Modify calendar/session



**CONNECTED**

**ONLINE**

**VIRTUAL**

**CONVENIENT**

**UBIQUITOUS**



- ✓ Be fearless
- ✓ Take risks
- ✓ Use free stuff
- ✓ Remember cybersafety
- ✓ Remember ethics education
- ✓ Identify teacher experts
- ✓ Let kids share the work
- ✓ Choice matters



# No Limits!

Thanks for joining us today!



Cathy Swan and Christina Russo